The Library of Congress'

EARLY STATE RECORDS PROJECT

converted from the original microfilm held by the
Vincent C. Immel Law Library, Saint Louis University

through the generous support of a grant from the

Council on Library and Information Resources

Report of the Territorial Auditor

reformatted from the original and including,

Annual report of the auditor of the Territory of Washington (<1860>);

Report of the Territorial Auditor (1861-1863, <1869/1871>, <1875/1877>-1885/1887);

Annual report of the Territorial Auditor (1864-1866);

Biennial report of the Territorial Auditor ... (1887/1889); and,

Biennial report of the State Auditor ... (<1894/1896>)

LLMC #: 01418t

THIRTEENTH BIENNIAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

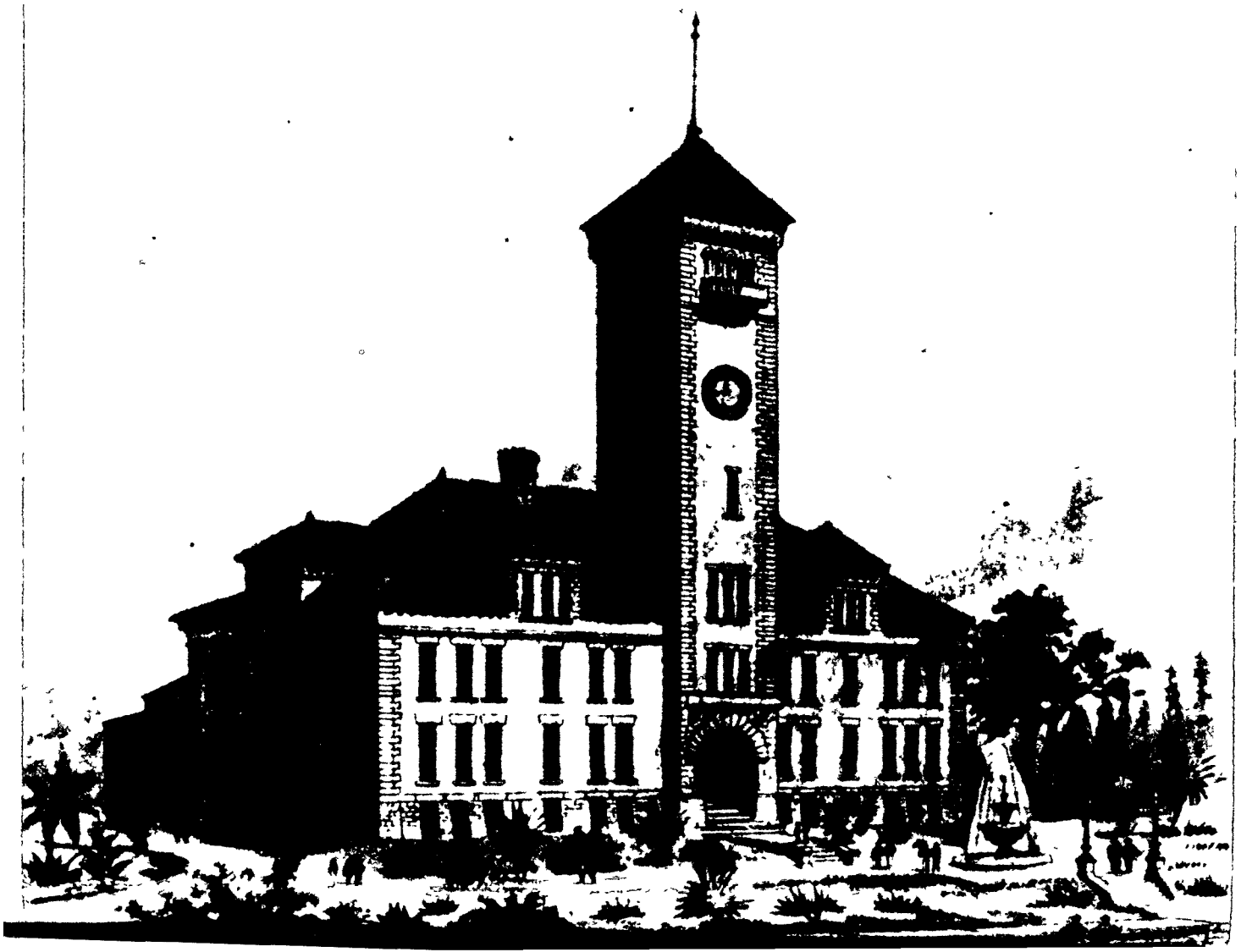
OF THE

STATE OF WASHINGTON.

PUBLISHED BY AUTHORITY.

1896.

OLYMPIA, WASH.:
O. C. WHITE, . . . STATE PRINTER.
1896.



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
OLYMPIA, WASH., November 1, 1896.

To His Excellency, J. H. McGRAW, *Governor of the State of Washington:*

SIR—In compliance with the provisions of law, I have the honor to submit herewith the report of the Superintendent of Public Instruction for the *biennium* ending October 31, 1896.

Very respectfully, your obedient servant,

C. W. BEAN,
Superintendent of Public Instruction.

GENERAL STATISTICS, 1895.

TABLE No. I.

SCHOOL POPULATION, ENROLLMENT, AVERAGE DAILY ATTENDANCE, AND PERCENTAGE OF ATTENDANCE.

COUNTIES.	No. of census children June 1, 1895.			No. of pupils enrolled in public schools.			Average daily attendance at public schools.			No. of children between the ages of 8 and 15 years attending school less than 3 months during the year.			Percentage of enrollment.	Percentage of average daily attendance, based on enrollment.	Percentage of average daily attendance, based on enumeration.
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total			
Adams	530	482	962	424	340	774	293	252	545	13	21	34	80.46	70.41	56.65
Asotin	350	304	753	286	288	574	219	211	420	26	32	58	76.23	74.91	57.10
Chehalis	1,634	1,563	3,202	1,325	1,307	2,632	933	964	1,902	97	85	182	82.20	72.22	59.40
Clallam	815	704	1,519	573	511	1,084	425	378	803	92	59	151	71.36	74.03	52.86
Clarke	2,440	2,283	4,723	1,796	1,593	3,394	1,322	1,075	2,297	153	150	303	71.83	67.63	48.48
Columbia	1,244	1,287	2,531	1,004	1,069	2,073	666	726	1,392	89	69	158	81.99	67.15	55.00
Cowlitz	1,294	1,326	2,620	969	998	1,967	706	732	1,438	143	161	304	75.03	73.10	54.89
Douglas	643	629	1,272	508	510	1,018	343	360	703	61	68	129	80.03	69.55	55.66
Franklin	72	62	134	52	42	94	31	26	57	2	2	4	70.15	60.64	42.54
Garfield	850	741	1,591	730	657	1,387	311	285	596	49	46	95	87.18	42.97	37.46
Island	266	241	507	213	180	393	128	114	242	52	37	89	77.51	61.53	47.73
Jefferson	627	583	1,210	505	450	955	287	262	549	12	13	25	78.93	57.72	45.37

King	8,471	8,563	17,034	6,002	6,342	12,344	4,336	4,552	8,888	261	211	472	72.47	72.00	52.18
Kitsap	951	764	1,715	663	569	1,232	443	362	805	.....	.....	.....	71.84	65.34	46.91
Kittitas	1,539	1,576	3,115	1,193	1,215	2,408	760	768	1,518	154	128	282	77.30	64.29	49.70
Klickitat	1,271	1,166	2,437	976	865	1,841	629	591	1,215	149	131	280	75.51	65.89	49.77
Lewis	2,635	2,587	5,222	2,271	2,017	4,318	1,542	1,426	2,968	213	162	395	82.69	69.74	56.84
Lincoln	1,850	1,753	3,603	1,579	1,501	3,080	957	928	1,895	132	114	246	85.48	61.20	52.32
Mason	493	478	971	343	339	682	227	144	371	40	30	70	70.24	54.40	38.21
Okanogan	505	473	978	293	305	603	210	208	418	77	67	144	61.65	69.32	42.74
Pacific	918	846	1,764	627	629	1,256	473	448	921	53	54	107	71.20	73.33	52.21
Pierce	6,920	7,006	13,926	4,516	4,425	8,941	3,590	3,486	6,980	447	292	739	64.20	78.13	50.17
San Juan	453	465	923	330	332	662	204	229	433	44	39	83	71.72	65.41	46.91
Skagit	1,663	1,574	3,237	1,357	1,269	2,626	904	856	1,760	109	127	236	81.12	67.02	51.37
Skamania	237	198	435	161	152	313	112	102	214	20	24	44	71.95	68.37	49.19
Snohomish	2,395	2,227	4,622	1,854	1,751	3,585	1,293	1,241	2,534	177	144	321	77.56	70.68	54.82
Spokane	5,378	5,287	10,665	4,008	3,989	8,057	2,685	2,755	5,440	358	310	668	75.83	67.27	51.01
Stevens	1,225	1,140	2,365	962	879	1,841	610	589	1,199	196	164	360	77.84	77.84	56.98
Thurston	1,709	1,701	3,410	1,353	1,222	2,575	967	877	1,844	145	115	260	75.51	71.61	54.08
Wahkiakum	433	413	846	297	293	590	228	212	440	23	15	38	69.74	74.57	52.01
Walla Walla	2,123	2,175	4,298	1,779	1,711	3,490	1,047	1,010	2,057	67	102	169	81.20	58.91	47.86
Whatcom	2,564	2,336	4,900	2,005	1,984	3,989	1,382	1,372	2,754	143	120	263	81.41	69.01	56.20
Whitman	4,516	4,240	8,756	3,812	3,419	7,231	2,346	2,199	4,545	357	321	678	82.58	62.85	51.91
Yakima	1,586	1,510	3,096	1,065	1,113	2,178	726	768	1,494	131	101	232	70.35	68.60	48.25
Totals	60,664	58,693	119,357	45,916	44,301	90,217	31,175	30,501	61,676	4,085	3,534	7,622	75.59	68.36	51.67

GENERAL STATISTICS, 1895—CONTINUED.

TABLE No. II.

ENROLLMENT IN PRIVATE SCHOOLS, NUMBER NOT ENROLLED IN ANY SCHOOL, GRADUATES, DEFECTIVE YOUTH, DURATION OF PUBLIC SCHOOLS IN MONTHS AND DAYS.

COUNTIES.	No. of children enrolled in private schools during school year.			No. of children of school age not enrolled in any school during the year.			No. of pupils graduated from common school course during the year.			No. of defective youth in state	Average No. of months public school was maintained during year	Actual No. days public school was maintained during year.
	Male	Female	Total	Male	Female	Total	Male	Female	Total			
Adams	5	1	6	27	31	58	.....	.....	.....	1	5.70	107.6
Asotin	18	15	23	78	39	117	.....	.....	.....	.....	3.63	72.6
Chehalis	65	95	160	270	242	512	10	23	33	1	4.33	79.3
Clallam	20	30	50	183	139	322	8	3	11	15	3.44	66.3
Clarke	.....	.....	.....	578	583	1,161	6	7	13	7	5.33	104
Columbia	40	60	100	151	177	328	.....	.....	.....	8	5	91.8
Cowlitz	50	51	110	200	218	418	.....	.....	.....	6	3.92	77
Douglas	.....	13	13	112	97	209	2	7	9	1	4.55	87
Franklin	.....	.....	.....	7	16	23	.....	.....	.....	.....	5.80	116
Garfield	.....	.....	.....	117	120	237	6	3	9	.....	5	94.2
Island	9	14	23	23	19	42	.....	.....	.....	2	4.80	83
Jefferson	.....	.....	.....	76	55	131	2	1	3	2	6.50	127
King	17	16	33	2,247	2,035	4,382	25	33	58	16	5.80	118

Kitsap											4.70	92
Kittitas	42	56	98	233	233	686				5	5.15	100.5
Klickitat	34	47	81	183	206	389				3	4	79
Lewis	27	20	47	471	406	877	4	11	15	8	4.60	88
Lincoln	49	60	109	258	275	533	4	4	8	3	5.49	104
Mason	21	26	47	72	53	121		2	2	2	4.88	96.4
Okanogan	8	10	18	165	129	294					3.90	75.6
Pacific				341	261	602				2	4.88	95.3
Pierce	190	645	835	975	892	1,867	91	95	186	7	5.89	115.6
San Juan	12	14	26	77	79	156				1	5.65	98.2
Skagit	51	52	103	122	120	242	6	10	16	8	5.80	111.5
Skamania										2	3.56	65.1
Snohomish	21	45	66	430	348	778		3	3	6	4.50	88
Spokane	365	379	744	948	1,072	2,020	20	20	40	11	6.43	121
Stevens	56	72	128	169	200	369	1	1	2	4	4.08	79.4
Thurston	151	127	278	363	329	692	4	5	9	6	4.60	89
Wahkiakum							1		1	2	4.76	92.2
Walla Walla	98	116	214	204	257	461				4	6.10	122
Whatcom	70	100	170	306	273	579	3	5	8	22	5.13	105.3
Whitman	291	281	572	621	539	1,160	17	30	47	11	5.40	105
Yakima	23	21	44	227	153	380					5.11	100.5
Total	1,737	2,376	4,113	10,321	9,735	20,059	210	263	473	166	4.93	95.5

GENERAL STATISTICS, 1895—CONTINUED.

TABLE No. III.

SCHOOL DISTRICTS, SCHOOL HOUSES, PUBLIC AND PRIVATE SCHOOLS.

COUNTIES.	SCHOOL DISTRICTS.				SCHOOL HOUSES.								PUBLIC SCHOOLS.		PRIVATE SCHOOLS.	
	Number organized during year	Whole number now organized	Number making annual report	Number maintaining school at least three months during year	Number built during year. Log	Frame	Brick	Whole number now in county. Log	Frame	Brick	Stone	Total	Total seating capacity of all rooms	No. of districts not supplied with school houses	No. of graded schools	No. of departments (rooms) maintained	No. of private schools maintained	Average number months private school was maintained
Adams		31	31	31		3			23		1	23	1,633	3	1	23	2	2.0
Asotin	1	20	16	16	1			3	16			16	753		1	20	3	2.5
Chehalis		60	50	50		2		3	50			62	3,944	3	6	60	4	7.0
Clallam	1	37	33	33		3		4	23			29	1,010	11	4	44	3	4.0
Clarke	3	76	74	74		6		2	76			77	4,229	3	4	92	2	9.0
Columbia		43	43	43		2			59			59	2,743	1	3	63	4	8.0
Cowlitz	1	57	57	53		3		8	47			55	2,544	4	4	63	4	8.5
Douglas	2	43	43	42	1	3	1	1	33	1		37	1,776	6	1	25	2	
Franklin		4	4	4					4			4	160	1		5	1	
Garfield		33	33	33					31	1		33	2,033	1	2	41		
Island		14	14	13				2	11			13	334	1		15	1	9.0
Jefferson	3	20	20	17		2		3	15	1		19	1,227	3	1	23		

King	4	122	122	122	1	3	.....	11	126	6	.....	143	16,654	5	16	256	3	9.7
Kitsap	1	41	37	39	1	1	.....	6	31	.....	.....	37	1,626	3	1	41	3	.....
Kittitas	4	44	41	42	.....	4	1	4	35	2	.....	41	2,810	3	4	60	3	4.3
Klickitat	3	57	56	51	.....	1	.....	8	46	.....	.....	54	2,162	3	1	60	7	1.5
Lewis	1	94	94	94	2	6	.....	14	77	.....	.....	91	5,247	5	4	126	2	9.0
Lincoln	2	99	99	98	.....	11	.....	2	90	3	.....	95	3,789	4	5	111	8	3.5
Mason	2	31	31	29	.....	2	.....	6	23	.....	.....	29	1,094	4	1	33	4	7.3
Okanogan	4	30	27	26	2	.....	.....	10	11	.....	.....	21	739	9	1	27	2	1.0
Pacific	1	38	37	36	.....	.....	.....	2	33	.....	.....	35	1,810	3	3	44	10	2.0
Pierce	.....	82	82	82	.....	1	.....	7	92	4	.....	103	11,261	.....	6	229	14	8.0
San Juan	1	22	21	21	.....	2	.....	4	16	.....	.....	20	1,043	2	.....	22	2	4.0
Skagit	3	63	60	60	.....	4	.....	1	59	2	.....	62	4,661	4	6	78	8	2.0
Skamania	1	14	14	13	1	1	.....	1	9	.....	.....	10	212	3	.....	13	.....	.....
Snohomish	1	75	74	71	1	2	.....	9	60	2	.....	71	4,883	10	7	110	1	10.0
Spokane	4	130	130	130	.....	4	1	6	107	17	.....	130	9,453	4	19	212	3	1.6
Stevens	6	72	70	67	1	3	.....	21	33	1	.....	55	2,169	17	2	71	2	4.0
Thurston	1	60	60	58	.....	1	.....	2	55	3	.....	60	3,492	3	5	81	6	3.6
Wahkiakum	.....	22	22	21	.....	.....	.....	3	19	.....	.....	22	619	.....	.....	22	.....	.....
Walla Walla	3	57	54	54	.....	.....	.....	.....	51	3	.....	54	3,844	6	7	83	6	9.0
Whatcom	1	72	72	72	.....	1	.....	8	67	5	.....	80	5,138	2	6	113	8	3.6
Whitman	.....	148	147	145	.....	3	.....	.....	144	9	.....	153	9,634	2	15	195	19	3.6
Yakima	4	46	46	46	.....	9	.....	.....	41	2	.....	43	2,329	5	3	61	8	4.4
Totals	56	1,865	1,839	1,806	11	88	3	150	1,625	62	1	1,838	117,727	133	139	2,604	144	4.8

GENERAL STATISTICS, 1895—CONTINUED.

TABLE No. IV.

INSTITUTES, TEACHERS EMPLOYED IN PUBLIC AND PRIVATE SCHOOLS, AND AVERAGE MONTHLY SALARIES.

COUNTIES.	INSTITUTES.			TEACHERS EMPLOYED IN PUBLIC SCHOOLS AND GRADE OF CERTIFICATE.														AV. MONTHLY SALARY.		No. of teachers employed in private schools.
	No. held during year.	No. days institute was in session.	No. of teachers enrolled.	No. holding state certificates or life diplomas.			No. holding first grade county certificates.			No. holding second grade county certificates.			No. holding third grade county certificates.			Total No. teachers employed during school year.			Male.	Female.	
				Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.			
Adams	1	3	49	.....	1	1	2	4	6	9	13	22	5	10	15	15	29	44	$47 93	$49 83	2
Asotin	.....	.....	.....	.....	.....	.....	1	.....	1	9	13	22	2	1	3	12	14	23	41 83	33 69	2
Chehalis	1	3	103	3	1	4	8	4	12	19	20	49	2	16	18	43	61	104	51 59	43 10	8
Clallam	1	5	33	1	.....	1	5	2	7	11	12	23	6	7	13	29	23	53	42 59	49 09	6
Clarke	1	3	159	4	1	5	8	10	18	23	30	53	6	17	23	43	58	93	33 59	33 33	4
Columbia	1	3	.....	.....	.....	.....	11	5	16	20	10	30	6	16	22	37	40	77	43 21	39 53	4
Cowlitz	1	5	33	.....	6	6	6	10	23	17	21	33	1	7	8	31	40	69	43 49	49 23	4
Douglas	1	3	51	.....	.....	.....	8	4	12	14	15	29	4	17	21	29	23	61	45 69	44 69	2
Franklin	.....	.....	.....	.....	.....	.....	1	1	2	1	1	2	.....	3	3	2	5	7	72 69	45 65	.....
Garfield	1	5	57	4	.....	4	8	.....	8	17	17	34	3	5	8	27	24	51	47 53	33 69	.....
Island	1	3	9	1	3	4	1	.....	1	.....	6	6	3	1	4	7	11	18	44 64	49 69	.....
Jefferson	1	3	45	4	1	5	2	3	5	10	12	22	.....	2	2	17	17	34	59 99	49 15	.....

King	1	3	339	11	18	29	31	70	101	25	120	161	3	29	31	86	216	333	63 10	54 77	5
Kitsap	1	3	26	1	.....	1	4	2	6	7	13	20	11	18	30	22	35	57	37 57	41 03	3
Kittitas	1	5	67	4	15	19	4	2	6	9	16	25	1	5	6	29	50	79	48 02	47 27	3
Klickitat	1	3	55	.....	.....	.....	3	2	5	12	10	22	5	12	17	37	43	80	36 75	49 70	7
Lewis	1	5	242	3	3	6	20	18	38	33	71	109	10	11	21	72	97	169	38 57	35 16	5
Lincoln	1	3	116	3	4	7	21	14	35	25	63	88	7	28	35	55	110	165	44 16	38 59	8
Mason	1	5	30	.....	1	1	5	5	10	5	14	19	3	6	9	17	25	42	48 98	46 30	5
Okanogan	1	3	9	1	.....	1	1	3	4	4	5	9	2	8	10	8	26	34	51 60	40 18	2
Pacific	1	4	35	3	3	6	5	3	8	10	5	15	3	10	13	24	27	51	50 34	42 45	10
Pierce	1	3	241	8	33	41	19	15	34	24	142	166	5	14	19	56	204	260	51 83	41 10	.....
San Juan	1	5	22	.....	2	2	2	1	3	7	2	9	5	13	18	11	22	33	45 10	38 94	3
Skagit	1	3	51	2	3	5	7	4	11	13	26	39	4	12	16	42	61	103	46 56	42 75	5
Skamania	1	2	5	.....	.....	.....	.....	1	1	3	4	7	.....	7	7	5	15	20	32 20	28 16	.....
Snohomish	1	5	106	4	1	5	7	6	13	33	57	90	8	23	31	52	87	139	47 05	42 41	1
Spokane	1	3	300	9	12	21	21	55	76	40	111	151	10	33	43	80	212	292	53 80	52 80	56
Stevens	1	3	60	1	2	3	6	4	10	12	18	30	8	14	22	44	56	100	42 00	41 70	3
Thurston	1	5	100	1	1	2	10	20	30	20	33	53	4	10	14	37	62	99	40 80	35 88	12
Wahkiakum	.....	.....	.....	1	.....	1	3	3	6	7	8	15	2	3	5	17	17	34	41 50	36 41	.....
Walla Walla	1	3	185	3	7	10	15	26	41	16	20	36	5	6	11	31	65	99	56 25	42 75	.....
Whatcom	1	5	140	8	3	11	11	4	15	23	58	86	6	21	27	54	85	139	55 56	50 24	6
Whitman	1	3	183	5	6	11	16	12	28	70	82	152	29	49	78	122	146	268	50 15	42 93	25
Yakima	1	5	76	3	3	6	2	1	3	12	23	35	6	7	13	23	49	72	54 00	50 00	9
Totals	31	120	2,910	88	130	218	277	320	597	575	1,092	1,667	175	441	616	1,223	2,102	3,325	$47 62	$42 28	199

GENERAL STATISTICS, 1895—CONTINUED.

TABLE No. V.

RECEIPTS FOR THE SCHOOL YEAR BEGINNING JULY 1, 1894.

COUNTIES.	Balance on hand at beginning of school year.	Amount apportioned by county superintendent during school year.		Amount received from special tax during year.	Amount received from sale of bonds during school year.	Amount received by transfer from other districts during year.	Amount received from all other sources.	Total receipts for school year.
		State fund.	County fund.					
Adams	$1,040 80	$731 73	$1,285 55	$3,055 04	$494 00	.....	$1 00	$10,000 53
Asotin	1,000 27	442 03	1,003 03	929 85	.....	$101 01	157 75	4,010 00
Chehalis	9,401 03	2,005 18	17,402 10	16,570 72	.....	157 02	501 00	45,101 24
Clallam	10,011 21	005 03	3,707 55	3,203 78	.....	15 01	100 71	24,219 00
Clarke	9,037 03	1,001 10	11,107 03	11,000 01	4,205 00	10 00	402 03	30,200 70
Columbia	4,703 03	1,000 03	7,100 01	4,000 70	.....	01	100 15	19,000 01
Cowlitz	4,070 03	1,007 01	7,002 00	4,501 45	6,000 00	.....	40 07	24,000 05
Douglas	4,107 03	751 03	7,115 00	2,001 03	1,517 75	.....	150 07	16,024 23
Franklin	012 10	74 20	1,000 01	.....	.....	.....	.....	2,002 40
Garfield	3,000 00	000 02	7,002 03	4,501 71	.....	071 01	02 01	17,501 23
Inland	703 07	070 71	2,507 03	005 00	.....	.....	10 12	4,503 07
Jefferson	2,705 00	702 05	10,100 00	5,001 03	.....	7 00	203 03	10,000 14
King	00,010 74	10,207 75	20,011 03	130,000 05	6,001 50	150 00	1,451 40	226,740 10
Kittitas	2,702 00	1,010 20	4,071 27	2,011 03	001 00	01 22	41 23	12,031 00

Kittitas	18,265 18	1,829 98	12,015 24	11,860 19	700 00	176 05	205 90	45,091 54
Klickitat	4,629 16	1,483 92	6,110 24	2,025 77	.....	122 76	39 65	14,546 50
Lewis	10,972 10	3,310 79	7,903 73	12,750 28	.....	15 17	1,626 64	36,584 71
Lincoln	10,466 38	2,083 54	15,245 91	7,931 55	3,873 00	33 72	343 10	39,982 20
Mason	3,721 40	556 79	5,905 57	1,124 35	1,000 00	.....	5 50	12,313 61
Okanogan	2,734 95	563 64	3,436 54	1,741 34	.....	82 09	122 15	8,680 71
Pacific	6,493 58	979 49	8,753 21	5,512 45	.....	82 82	26 25	21,857 71
Pierce	33,483 66	8,062 78	33,088 77	122,763 61	.....	.....	350 99	197,749 81
San Juan	2,651 93	564 27	3,270 77	431 91	1,000 00	63 54	208 25	8,195 67
Skagit	11,213 33	2,002 06	13,392 36	11,482 72	.....	.....	365 58	38,456 05
Skamania	584 34	220 37	1,120 83	423 81	.....	.....	50	2,354 85
Snohomish	13,297 54	2,756 50	13,773 59	26,960 91	803 00	.....	67 34	57,658 88
Spokane	32,443 40	6,197 59	27,423 66	64,969 37	18,030 25	391 61	2,039 69	151,595 57
Stevens	3,026 21	1,453 33	5,848 62	3,347 82	7,501 00	35	76 36	21,253 74
Thurston	5,822 88	2,000 60	14,313 22	12,137 19	.....	8 92	92 80	34,465 61
Wahkiakum	2,912 49	516 26	2,245 23	744 80	.....	.....	.....	6,418 78
Walla Walla	7,471 43	2,522 06	30,432 12	8,744 30	.....	.....	153 85	49,323 76
Whatcom	29,156 15	3,103 16	18,470 17	20,267 08	400 00	24 20	1,619 23	73,039 99
Whitman	30,510 96	5,381 43	33,118 87	22,908 94	550 00	55 00	1,093 73	93,618 93
Yakima	6,503 69	1,517 60	7,517 74	5,303 23	38,627 74	130 99	203 35	59,809 34
Totals	$338,397 15	$70,278 31	$579,802 67	$544,912 71	$91,714 24	$2,100 16	$12,192 75	$1,439,397 99

GENERAL STATISTICS, 1895.—CONTINUED.

TABLE No. VI.

DISBURSEMENTS FOR THE SCHOOL YEAR BEGINNING JULY 1, 1894.

COUNTIES.	Amount paid during year for teachers' wages	Amount paid during year for rents, repairs and contingent expenses	Amount paid during year for school-houses, including sites, furniture and fencing	Amount paid during year for interest on bonds	Amount paid during year for interest on warrants	Amount paid during year for redemption of bonds	Amount transferred to other districts	Amount according to general school fund	Total amount paid during year	Balance on hand June 30, 1895
Adams	$3,553 42	$1,222 47	$73 43	$1,015 00	$210 67				$6,070 22	$1,733 09
Asotin	2,773 53	429 00	210 53	333 00	125 47	$33 33			3,997 03	333 47
Chehalis	13,333 50	4,010 97	2,339 70	5,573 43	1,031 53		$157 53	$165 43	23,031 07	9,539 47
Clallam	4,231 70	701 73	7,911 03	2,333 00	231 43		15 01		15,717 43	8,333 51
Clarke	10,333 01	2,977 03	7,333 10	2,433 53	433 73	$43 00	23 49		23,031 03	5,433 49
Columbia	12,333 53	2,333 31	331 10	231 03	741 33				16,333 03	2,107 53
Cowlitz	9,017 53	1,031 57	7,031 43	701 03	313 57				18,333 13	5,333 73
Douglas	6,031 53	1,372 43	4,033 73	1,723 03	573 53				14,142 33	3,031 21
Franklin	1,337 53	291 03			23 43				2,129 03	733 33
Garfield	10,333 03	1,333 31	413 41	1,744 33	311 33		33 73		15,339 01	1,979 33
Island	3,033 33	333 33	73 53		23 33				3,441 47	1,033 49
Jefferson	7,733 37	937 23	213 21	5,213 53	13 74	3 07	7 03		14,333 77	4,331 37
King	121,033 74	41,773 21	23,137 62	33,413 31	3,213 33	4,233 33		4 23	241,013 33	317,239 37

Kitsap	5,740 40	1,079 01	1,709 03	874 09	368 37	.....	81 32	.....	9,852 27	2,169 42
Kittitas	13,989 14	1,993 57	12,472 46	5,822 16	792 31	.....	176 05	2,031 84	35,777 53	8,814 01
Klickitat	8,170 01	923 63	1,393 80	278 00	204 20	.....	122 76	....	11,092 40	3,454 10
Lewis	16,020 89	2,892 62	2,481 46	4,268 83	606 58	2,075 00	15 17	.....	28,366 60	8,218 11
Lincoln	20,416 24	3,733 86	5,210 78	3,023 50	443 71	500 00	53 72	.....	33,376 81	6,605 30
Mason	6,380 89	1,561 32	1,151 95	987 65	78 10	.....	.....	.....	10,142 91	2,170 70
Okanogan	3,531 11	743 57	333 50	1,539 49	96 08	.....	118 94	.....	6,161 60	2,519 11
Pacific	9,038 42	1,925 83	696 51	2,758 00	541 05	.....	78 81	.....	15,039 52	6,818 19
Pierce	87,230 76	27,182 82	4,818 27	23,525 95	8,494 53	.....	.....	.....	151,052 43	46,607 38
San Juan	4,335 35	851 31	1,241 13	258 00	31,82	.....	68 54	.....	6,846 75	1,248 92
Skagit	16,054 70	3,891 60	2,451 80	3,191 20	922 25	200 00	47 48	3 57	31,262 90	7,193 15
Skamania	1,252 93	220 80	189 75	.....	.....	.....	.....	69 23	1,756 70	618 09
Snohomish	19,183 15	6,619 75	2,170 00	11,390 61	1,185 86	.....	.....	.....	40,554 37	17,104 51
Spokane	58,214 99	14,970 67	24,197 79	21,930 90	4,649 06	.....	891 61	7 50	124,862 52	27,233 05
Stevens	7,708 81	2,291 85	755 99	920 00	654 66	5,000 00	35	.....	17,361 86	3,921 68
Thurston	14,463 62	2,754 77	2,501 76	6,250 60	2,434 62	.....	125 85	52 71	28,583 44	5,873 17
Wahkiakum	3,770 32	423 83	564 03	175 00	15 53	.....	.....	.....	4,888 76	1,530 02
Walla Walla	24,318 23	5,044 62	10 29	2,689 10	2,020 53	764 25	.....	291 06	35,033 23	13,285 53
Whatcom	22,946 62	5,393 01	6,157 96	7,978 58	1,812 47	.....	24 20	.....	44,317 27	23,722 72
Whitman	30,195 07	12,010 59	7,538 41	12,970 95	404 51	600 60	110 50	50 35	63,881 04	23,737 89
Yakima	18,205 71	7,163 35	20,204 62	3,653 01	757 33	....	118 03	.....	50.132 18	9,077 10
Totals	$603,328 62	$163,703 74	$154,112 23	$175,825 94	$33,847 09	$14,420 71	$1,816 40	$2,676 38	$1,184,821 11	$271,877 25

*King county indicates an overdraft of $17,300.67, which, deducted from amount of balance on hand, leaves $254,576.58.

GENERAL STATISTICS, 1895—CONTINUED.

TABLE No. VII.

VALUE OF SCHOOL PROPERTY, INSURANCE, LIBRARIES, DICTIONARIES, ETC.

COUNTIES.	Estimated value of school houses and grounds	Estimated value of school furniture	Estimated value of apparatus	Estimated value of libraries	Total value of all school property	Value of school property per child of school age	Amount of insurance on school property	No. of school districts supplied with libraries	No. of school districts supplied with unabridged dictionaries
Adams	$18,456 00	$3,741 00	$1,605 00	$375 00	$24,177 00	$25 13	$2,375	10	24
Asotin	7,850 00	1,695 00	850 00	.....	10,395 00	13 80	500	.....	7
Chehalis	116,525 00	11,589 00	3,927 00	1,447 00	133,488 00	41 69	58,925	20	48
Clallam	34,472 00	5,940 00	1,611 00	1,221 00	43,244 00	28 47	18,600	3	15
Clarke	67,870 00	11,146 00	3,635 00	730 00	83,381 00	17 60	35,600	17	26
Columbia	65,330 00	8,020 00	3,325 00	243 00	76,918 00	30 39	31,900	5	45
Cowlitz	28,335 00	6,332 00	2,768 00	100 00	37,535 00	14 33	13,546	1	24
Douglas	32,675 00	4,942 00	1,556 00	255 00	39,428 00	31 00	12,206	2	20
Franklin	2,900 00	205 00	145 00	155 00	3,405 00	25 41	1,050	2	2
Garfield	31,350 00	16,185 00	2,216 00	175 00	49,926 00	31 38	18,000	1	10
Island	4,005 00	1,410 00	684 00	25 00	6,124 00	12 08	2,150	.....	5
Jefferson	130,550 00	5,125 00	1,495 00	479 00	143,559 00	118 65	23,000	5	13
King	906,000 00	57,821 00	12,754 00	2,658 00	979,233 00	57 49	483,885	16	81

Kitsap	20,151 00	5,669 00	1,607 00	80 00	27,513 00	16 06	.....	6	9
Kittitas	85,096 00	9,020 00	4,560 00	236 00	93,851 00	31 74	54,000	12	23
Klickitat	18,319 00	3,064 00	1,665 00	45 00	23,084 00	9 47	7,895	3	15
Lewis	77,353 00	13,354 00	3,229 00	514 00	94,550 00	18 11	35,950	15	41
Lincoln	68,356 00	13,754 00	3,932 00	265 00	86,307 00	23 95	33,800	4	49
Mason	22,918 00	3,611 00	1,944 00	149 00	23,613 00	29 47	12,100	.....	24
Okanogan	20,930 00	2,290 00	590 00	65 00	23,815 00	24 57	9,500	2	4
Pacific	45,349 00	6,715 00	1,753 00	175 00	53,993 00	30 59	23,900	8	41
Pierce	810,335 00	56,810 00	9,719 00	3,365 00	910,229 00	65 36	255,965	4	60
San Juan	11,335 00	2,390 00	818 00	.....	14,543 00	15 76	6,750	.....	11
Skagit	120,600 00	15,450 00	4,034 00	333 00	140,852 00	43 29	66,000	7	33
Skamania	2,150 00	373 00	325 00	.....	2,848 00	6 55	.....	.....	.....
Snohomish	179,695 00	16,597 00	4,018 00	1,019 00	201,329 00	43 56	106,750	35	42
Spokane	606,701 00	37,271 00	7,546 00	935 00	652,503 00	61 19	241,450	14	80
Stevens	21,450 00	4,474 00	1,969 00	60 00	27,933 00	11 82	6,600	1	14
Thurston	124,150 00	11,384 00	3,631 00	327 00	149,432 00	43 84	53,950	2	29
Wahkiakum	8,727 00	1,665 00	1,157 00	15 00	11,504 00	13 60	.....	.....	19
Walla Walla	145,525 00	12,625 00	2,870 00	960 00	161,980 00	37 09	56,100	10	34
Whatcom	206,725 00	21,015 00	5,683 00	958 00	234,381 00	47 83	102,882	9	77
Whitman	209,276 00	33,756 00	18,178 00	1,617 00	322,827 00	36 87	120,264	8	95
Yakima	85,367 00	12,597 00	3,633 00	279 00	101,846 00	33 90	24,303	4	33
Totals	$4,452,223 00	$417,864 00	$119,473 00	$19,302 00	$5,008,937 00	$41 97	$1,945,835	223	1,019

GENERAL STATISTICS, 1895—CONTINUED.

TABLE No. VIII.

SPECIAL TAXES, BONDS AND FLOATING INDEBTEDNESS, RATE OF INTEREST PAID ON BONDS.

COUNTIES.	SPECIAL TAX—BONDS.			INDEBTEDNESS—RATE OF INTEREST PAID ON BONDS.				
	Number of school districts voting special tax	Number of districts voting bonds during year	Whole number of districts having bonded indebtedness	School district indebtedness exclusive of bonded indebtedness	Amount of bonds issued during year.	Amount of bonds now outstanding.	Total amount of school district indebtedness.	Average rate of interest paid on bonds
Adams	15		3	37,750 00		$11,000 00	$19,050 00	7.23
Asotin	5		1	2,176 00		4,400 00	6,576 00	7.00
Chehalis	27		10	24,093 00		81,050 00	105,143 00	6.22
Clallam	1		7	14,937 59		34,300 00	49,237 59	7.51
Clarke	23	3	11	10,924 03	$4,200 00	25,250 00	36,174 03	6.01
Columbia			1	19,937 04		4,200 00	23,537 04	7.00
Cowlitz	15	1	6	8,071 00	6,000 00	10,000 00	18,071 00	8.00
Douglas	21	2	21	5,220 00	2,000 00	23,450 00	28,670 00	9.25
Franklin				400 35			400 35	
Garfield	11		2	13,118 76		19,000 00	32,118 76	6.07
Island	5			65 00			65 00	
Jefferson	6	1	2	35,700 00		101,250 00	136,950 00	6.40

King	88	1	59	341,033 00	6,000 00	565,350 00	906,383 00	7.50
Kitsap	26		11	6,852 00		13,492 00	20,344 00	7.12
Kittitas	17	1	8	21,315 00	700 00	68,700 00	90,015 00	7.48
Klickitat	8		3	5,745 00		4,550 00	10,295 00	8.70
Lewis	53		21	26,756 00		56,900 00	83,656 00	7.50
Lincoln	31	6	27	15,560 00	3,000 00	37,000 00	52,560 00	8.03
Mason	10	2	9	6,005 46	1,000 00	111 00	17,105 46	8.90
Okanogan	2		5	5,202 42		16,800 00	21,002 42	7.13
Pacific	22		9	9,281 34		35,450 00	44,731 34	10.00
Pierce	44		25	138,363 53		411,345 00	549,708 53	8.14
San Juan	2	1	3	370 00	1,000 00	4,600 00	4,970 00	7.30
Skagit	34		23	46,041 00		109,650 00	155,691 00	7.42
Skamania	4							
Snohomish	33	1	21	70,636 00	600 00	171,700 00	251,336 00	6.20
Spokane	62	2	39	91,207 00	17,500 00	232,250 00	440,457 00	6.44
Stevens	40	5	5	19,929 00	7,500 00	11,800 00	31,729 00	7.57
Thurston	21		13	63,319 00		91,500 00	154,819 00	6.83
Wahkiakum	2		2	478 50		2,200 00	2,678 50	7.95
Walla Walla	14		6	50,560 00		43,650 00	94,210 00	6.08
Whatcom	26	1	22	65,015 00	400 00	1,537 00	225,315 00	6.74
Whitman	38	1	54	126,525 00	75 00	179,635 00	306,220 00	7.00
Yakima	23	12	22	15,858 00	40,200 00	63,000 00	78,858 00	7.22
Totals	744	40	454	$1,279,228 72	$90,375 00	$2,728,032 00	$4,007,270 72	7.21

GENERAL STATISTICS, 1895—CONTINUED.

TABLE No. IX.

SCHOOL VISITATION, COMPENSATION OF COUNTY SUPERINTENDENTS AND BOARDS OF EXAMINERS, AND COST OF TEACHERS' INSTITUTES.

COUNTIES.	No. of school visits made by county superintendents during year.	COMPENSATION OF COUNTY SUPERINTENDENTS.				Amount paid to examiners during year.	Amount paid for teachers' institutes during year.
		Amount paid county superintendents as salary during year.	Amount paid county superintendents for visiting schools during year.	Amount paid county superintendents as mileage during year.	Total amount paid county superintendents during school year.		
Adams	103	$150 00	$316 00	$43 33	$514 33	$110 00	$20 00
Asotin	29	150 00	90 00	33 00	273 00	92 20	.....
Chehalis	103	700 00	273 00	2 20	1,224 20	110 40	11 75
Clallam	57	300 00	193 00	124 00	623 00	93 00	93 00
Clarke	97	700 00	291 00	333 70	1,324 70	123 00	100 00
Columbia	116	500 00	243 00	223 05	1,101 05	114 40	25 00
Cowlitz	84	500 00	300 00	93 04	893 04	122 10	50 00
Douglas	53	273 00	224 00	223 50	697 50	101 00	.....
Franklin	10	50 00	24 00	10 00	84 00	43 20	.....
Garfield	33	300 00	223 00	159 20	683 20	103 00	12 50
Island	8	150 00	43 00	43 20	241 20	93 20	17 25
Jefferson	22	293 00	42 00	39 00	711 00	111 00	25 00
King	333	1,657 00	1,033 00	223 07	2,973 07	223 00	.....

Kitsap	44	400 00	219 00	148 20	767 20	101 50	50 00
Kittitas	122	650 00	375 00	173 20	1,198 20	96 10	.....
Klickitat	70	400 00	213 00	105 00	718 00	109 80	.....
Lewis	190	800 00	725 00	275 50	1,800 50	235 70	200 00
Lincoln	172	682 00	578 80	709 95	2,270 75	263 60	60 00
Mason	40	300 00	141 00	86 00	527 00	75 20	.....
Okanogan	9	243 00	83 00	13 46	291 46	50 00	.....
Pacific	72	400 00	183 20	104 80	688 00	120 80	62 00
Pierce	260	1,600 00	600 00	110 80	2,310 80	417 70	.....
San Juan	46	150 00	129 00	87 00	366 00	93 00	12 50
Skagit	104	650 00	312 00	144 97	1,106 97	102 50	20 00
Skamania	10	50 00	27 00	10 20	96 20	31 40	.....
Snohomish	143	1,006 00	336 00	77 41	1,419 41	140 20	10 00
Spokane	378	1,400 00	975 00	638 42	3,013 42	160 00	200 00
Stevens	184	450 00	552 00	232 70	1,234 70	103 20	83 05
Thurston	119	713 00	360 00	202 50	1,275 50	134 80	177 60
Wahkiakum	15	200 00	45 00	40 22	285 22	100 10	.....
Walla Walla	129	800 00	378 00	219 80	1,397 80	103 00	45 89
Whatcom	175	1,100 00	525 00	122 60	1,747 60	120 90	45 87
Whitman	211	1,250 00	273 00	121 90	1,644 90	556 30	.....
Yakima	140	500 00	357 00	402 35	1,259 35	162 50	53 30
Totals	3,705	$19,970 00	$11,228 00	$5,733 77	$36,931 77	$4,607 00	$1,361 31

GENERAL STATISTICS, 1895—CONCLUDED.

TABLE No. X.

COUNTY CERTIFICATES GRANTED, GRADES OF—FAILURES.

COUNTIES.	No. of first grade certificates granted.			No. of second grade certificates granted.			No. of third grade certificates granted.			Total number of certificates granted.	No. of certificates from other counties endorsed by board.	No. of certificates granted without examination, upon other papers.	No. of temporary certificates granted by county supt.	No. of applicants who failed.		
	Male.....	Female.	Total....	Male.....	Female.	Total....	Male.....	Female.	Total....					Male.....	Female.	Total....
Adams				13	8	21	11	18	29	50	2		2	9	23	37
Asotin		1	1	4	1	5		1	1	7	1		4	2	7	9
Cachallis	2	1	3	13	21	34	3	29	32	69	4	2	27	6	8	14
Clallam	2		2	0	6	15	2	9	11	28	6		3	1	7	8
Clarke	3	2	5	16	29	33	10	53	47	85	2	1	6	13	43	67
Columbia	4	1	5	11	10	21	3	17	20	43		3	2	5	22	27
Cowlitz	1	4	5	9	13	22	1	3	4	31	2	3	7	2	5	7
Douglas	1	1	2	5	0	13	9	15	21	39	6	3	13	5	6	11
Franklin					1	1		1	1	3	2		2			
Garfield	1		1	13	13	23	2	8	10	37			1	5	4	9
Island				1		1	2	1	3	4	4		7	2	1	3
Jefferson	1		1	4	8	12	1	6	7	20	1	5	5	1	1	2
King	4	5	9	23	53	76	10	57	67	153	13	7	10	13	51	63

Kitsap	1		1	3	4	6	3	6	9	16	5		1	6	3	9
Kittitas		1	1	8	6	14	1	7	8	23	1		8	11	15	26
Klickitat				11	9	20	6	17	23	43		2	13	3	9	12
Lewis	4	2	6	11	35	46	9	19	28	80	2	4	14	17	20	57
Lincoln	2		2	15	29	44	11	21	32	78	1	2	5	6	27	33
Mason				4	7	11	2	9	11	22	8		10	1	5	6
Okanogan				3	3	6	2	5	7	13	6		15		1	1
Pacific	1	1	2	6	7	13	4	11	15	30			12	3	4	7
Pierce	1	10	11	24	103	127	10	45	55	193	2	9	19	8	49	57
San Juan				2	4	6	2	9	11	17			4	4	9	13
Skagit	2	1	3	12	13	25	3	11	14	42	5		43	5	11	16
Skamania																
Snohomish	3	2	5	15	13	28	4	13	17	50	1		13		11	11
Spokane	10	23	33	27	57	84	11	50	61	178	3	18	55	17	38	55
Stevens	3	4	7	4	17	21	6	6	12	40	7	4	22	4	7	11
Thurston	1	1	2	5	23	28	10	26	36	66	1	4	20	12	39	51
Wahkiakum				7	6	13	9	8	17	30		1	3	2	5	7
Walla Walla	5	4	9	13	26	39	10	18	28	76	2	4	12	8	16	24
Whatcom	2	4	6	17	35	52	13	42	55	113	2	4	9	3	24	27
Whitman	4	2	6	29	36	65	36	51	87	153		6	45	27	56	83
Yakima	4		4	10	16	26	13	17	30	60	3	5	16	5	28	33
Totals	62	70	132	349	611	960	228	575	803	1,605	92	87	450	223	559	782

GENERAL STATISTICS, 1896.

TABLE No. I.

SCHOOL POPULATION, ENROLLMENT, AVERAGE DAILY ATTENDANCE, AND PERCENTAGE OF ATTENDANCE.

COUNTIES.	No. of census children June 1, 1896.			No. of pupils enrolled in public schools.			Average daily attendance at public schools.			No. of children between the ages of 8 and 16 years attending school less than 3 months during the year.			Percentage of attendance.	Percentage of census daily attendance based on enrollment.	Percentage of census daily attendance based on census.
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.			
Adams	497	499	996	493	503	996	223	243	466	61	61	122	91.07	69.07	69.09
Asotin	574	414	788	397	397	794	231	231	462	37	37	74	77.03	70.09	61.61
Chehalis	1,793	1,810	3,603	1,815	1,837	3,652	937	973	1,910	77	72	149	79.79	73.03	53.05
Clallam	779	717	1,496	691	671	1,362	429	491	929	119	91	191	79.41	69.09	65.49
Clarke	2,441	2,291	4,743	1,931	1,993	3,929	1,279	1,153	2,931	179	167	343	72.03	69.23	49.73
Columbia	1,273	1,231	2,509	1,079	1,059	2,167	763	791	1,541	69	73	141	94.23	73.23	61.79
Cowlitz	1,991	1,919	3,910	1,993	1,957	3,959	715	777	1,492	247	253	493	79.93	72.11	55.03
Douglas	642	693	1,333	493	513	1,003	393	395	791	47	49	93	75.09	79.73	59.31
Franklin	93	91	94	91	99	99	29	93	91	19	17	37	93.11	79.93	94.09
Garfield	793	993	1,499	997	993	1,999	443	997	949	93	97	99	94.93	99.79	59.93
Island	273	293	557	291	197	393	197	193	299	7	5	19	74.19	93.93	49.49
Jefferson	973	997	1,979	993	993	1,991	993	919	993	99	29	91	79.09	99.29	49.93

King	8,622	8,685	17,307	6,225	6,210	12,435	4,558	4,581	9,139	390	387	777	71.84	73.49	52.81
Kitsap	904	822	1,726	678	563	1,241	497	420	917	60	80	140	71.90	73.69	53.13
Kittitas	1,551	1,553	3,104	1,157	1,114	2,271	767	781	1,548	144	79	223	73.16	68.16	49.87
Klickitat	1,329	1,186	2,515	916	867	1,783	586	592	1,178	122	115	237	70.89	66.07	46.84
Lewis	2,755	2,578	5,333	2,109	1,936	4,045	1,402	1,288	2,690	305	279	584	75.85	66.50	50.44
Lincoln	1,759	1,647	3,406	1,501	1,349	2,853	926	892	1,818	119	100	219	83.76	63.72	53.38
Mason	483	497	980	346	349	695	224	234	458	45	45	90	70.92	65.90	46.73
Okanogan	523	503	1,026	303	288	591	218	223	441	101	112	213	57.60	74.62	42.98
Pacific	948	893	1,841	650	640	1,290	491	460	951	117	116	233	70.07	73.72	51.11
Pierce	6,732	6,635	13,367	4,655	4,661	9,316	3,570	3,529	7,099	128	120	248	69.69	76.20	53.19
San Juan	479	454	933	351	339	693	206	214	420	76	61	137	74.17	60.61	45.01
Skagit	1,748	1,644	3,392	1,355	1,261	2,616	915	870	1,785	101	88	189	77.12	68.26	52.63
Skamania	228	210	438	178	157	335	125	114	239	28	25	53	76.48	71.34	54.57
Snohomish	2,460	2,376	4,836	1,873	1,840	3,713	1,328	1,333	2,661	160	134	294	76.78	71.67	55.02
Spokane	5,837	5,718	11,555	4,095	4,152	8,247	2,683	2,869	5,552	565	566	1,131	71.37	67.32	47.19
Stevens	1,343	1,249	2,592	970	868	1,838	603	514	1,117	99	74	173	70.91	60.77	43.09
Thurston	1,667	1,633	3,300	1,279	1,165	2,444	933	805	1,738	89	92	181	74.06	71.52	52.66
Wahkiakum	434	457	891	285	297	582	197	198	395	25	27	52	65.32	67.87	44.33
Walla Walla	2,166	2,201	4,367	1,628	1,719	3,347	998	1,110	2,108	98	58	156	76.64	63.01	48.24
Whatcom	2,616	2,439	5,055	1,968	1,896	3,864	1,428	1,371	2,799	103	79	187	75.98	72.44	55.05
Whitman	4,394	4,200	8,594	3,678	3,308	6,986	2,515	2,314	4,829	293	265	563	81.29	70.13	56.17
Yakima	1,421	1,393	2,814	1,158	1,205	2,363	787	865	1,652	92	96	188	83.97	69.91	58.71
Totals	61,267	59,296	120,563	45,859	44,254	90,113	31,840	31,372	63,212	4,201	3,850	8,051	74.74	70.15	52.43

GENERAL STATISTICS, 1896—CONTINUED.

TABLE No. II.

ENROLLMENT IN PRIVATE SCHOOLS, NUMBER NOT ENROLLED IN ANY SCHOOL, GRADUATES, DEFECTIVE YOUTH, DURATION OF PUBLIC SCHOOLS IN MONTHS AND DAYS.

COUNTIES.	No. of children enrolled in private schools during school year.			No. of children of school age not enrolled in any school during the year.			No. of pupils graduated from common school course during the year.			No. of defective youth in state	Average No. of months public school was maintained during year	Actual No. days public school was maintained during year.
	Male	Female	Total	Male	Female	Total	Male	Female	Total			
Adams	15	15	30	31	30	61				1	4.48	89.5
Asotin	24	29	53	47	41	88					3.56	70
Chehalis	30	43	73	267	249	516	11	25	36	6	5.06	101
Clallam	30	20	50				7	6	13	13	3.54	66.9
Clarke	158	179	337	347	351	698	4	9	13	16	4.97	98.5
Columbia	43	70	113	151	150	301	4	1	5	6	4.54	92.1
Cowlitz	20	25	45	213	192	405				7	4.03	79.1
Douglas	6	6	12	81	83	164	3		3	3	4.31	83.5
Franklin											4.87	96.5
Garfield				31	37	68	6	6	12		4.54	89.8
Island	6	14	20	16	18	34					4.20	88.6
Jefferson				114	64	178	1		1	2	5.50	102.2
King	442	412	854	1,436	1,442	2,878	30	48	78	11	6.27	103.2

Kitsap	23	17	40	173	182	355				6	4.65	15
Kittitas	29	31	60	243	209	452				5	4.79	63.1
Klickitat	33	24	56	203	163	376				7	3.89	74.9
Lewis	85	87	172	510	526	1,036	3	10	13	13	4.68	80.1
Lincoln	54	48	102	191	150	341	4	5	9	3	4.50	83.7
Mason	12	27	39	110	86	196				3	4.71	92.5
Okanogan	7	5	12	101	175	276				2	3.31	65.3
Pacific	82	78	160	140	159	299				2	4.27	80.3
Pierce	575	426	801	1,010	999	2,009	101	114	215	9	5.23	102.8
San Juan				112	71	183				1	4.67	90.3
Skagit	25	25	50	229	230	459	23	11	33	5	5.21	102.3
Skamania	12	12	24	48	42	90				1	3.81	75.1
Snohomish	80	100	180	457	278	735					4.46	82.6
Spokane	62	29	91	1,121	1,163	2,284	43	79	122	8	5.58	107.8
Stevens	69	21	51	60	30	90				3	3.93	77.2
Thurston	116	108	224	355	342	727	11	18	29	13	4.34	86.1
Wahkiakum	26	30	56	93	82	175	1	1	2	2	4.18	84.9
Walla Walla	22	20	42	195	174	369	26	35	61	4	6.50	118.8
Whatcom	101	108	209	389	287	676	13	14	27	15	4.78	91.2
Whitman	228	269	497	681	681	1,165	25	22	47	12	4.93	93.4
Yakima	33	32	65	102	163	365	3	1	4		4.65	91.5
Total	2,178	2,370	4,548	9,293	8,864	18,152	321	405	726	179	4.59	89.2

GENERAL STATISTICS, 1896—CONTINUED.

TABLE No. III.

SCHOOL DISTRICTS, SCHOOL HOUSES, PUBLIC AND PRIVATE SCHOOLS.

COUNTIES.	SCHOOL DISTRICTS.				SCHOOL HOUSES.							PUBLIC SCHOOLS.		PRIVATE SCHOOLS.	
	Number organized during year	Whole number now organized	Number making annual report	Number maintaining at least three months school during year	Number built during year. Log	Frame	Brick	Whole number now in county. Log	Frame	Brick	Stone	Total	Total seating capacity of all rooms	No. of districts not supplied with school houses	No. of graded schools	No. of departments (rooms) maintained	No. of private schools maintained	Average number months private school was maintained
Adams	1	32	32	32					28	1		29	1,052	3	1	34	1	2.0
Asotin	2	22	20	18		1		2	16			18	734	2	1	21	3	2.3
Chehalis	4	64	63	62		4		3	62			65	3,689	4	6	87	4	5.0
Clallam	1	38	37	34	1	2		4	30			34	1,641	4	5	49	3	
Clarke	3	77	77	76				1	77			78	4,291		4	94	2	9.0
Columbia	2	49	48	48					52			52	2,824	1	3	62	4	2.5
Cowlitz	2	59	58	57	1	4		8	50			58	2,761	3	3	69	4	3.0
Douglas	4	47	47	46		1		1	35	1		37	1,706	10	1	48	1	2.0
Franklin		4	4	4					4			4	98	1		5		
Garfield		36	36	35		1			33	1		34	1,636	2	2	41		
Island		14	14	14				2	8			10	455	4		15		
Jefferson		20	19	18				3	15	1		19	1,907	3	1	27		

King	1	123	123	122	1	4	.....	4	126	7	.....	137	10,750	4	16	239	91	4.2
Kitsap	2	43	43	43	.....	3	.....	6	32	.....	.....	38	1,931	2	1	45	3	2.0
Kittitas	3	45	45	44	.....	.....	.....	1	33	2	.....	41	2,765	4	4	60	2	2.0
Klickitat	.....	56	56	55	.....	.....	.....	8	45	.....	.....	53	2,294	3	1	60	8	2.0
Lewis	5	99	96	95	.....	4	.....	15	82	.....	.....	97	5,121	6	7	123	3	3.0
Lincoln	2	101	100	99	1	2	.....	4	83	2	.....	91	3,750	5	5	110	8	3.5
Mason	4	85	83	83	.....	2	.....	4	26	.....	.....	30	1,204	7	1	85	2	3.0
Okanogan	4	34	30	24	.....	4	.....	9	15	.....	.....	24	883	11	2	27	1	2.0
Pacific	5	42	41	40	1	2	.....	2	37	.....	.....	39	1,817	4	3	43	8	.....
Pierce	2	84	84	84	1	.....	.....	8	96	4	.....	103	11,151	.....	6	126	15	4.0
San Juan	1	23	23	23	.....	1	.....	4	16	.....	.....	20	1,116	2	.....	24	.....	.....
Skagit	3	65	65	62	.....	3	.....	5	60	2	.....	67	8,032	6	9	80	5	5.5
Skamania	1	15	15	14	1	1	.....	2	11	.....	.....	13	360	1	.....	15	1	.....
Snohomish	.....	75	75	69	.....	1	.....	10	61	2	.....	73	4,650	10	8	115	1	9.0
Spokane	2	122	123	120	1	2	.....	8	117	16	.....	143	9,071	4	10	220	4	2.0
Stevens	3	74	69	68	3	3	.....	23	31	1	.....	61	2,605	6	3	68	3	7.0
Thurston	2	61	61	60	.....	.....	.....	4	54	3	.....	61	3,537	3	5	91	13	3.7
Wahkiakum	.....	22	22	21	.....	.....	.....	.....	22	.....	.....	22	734	.....	.....	23	2	1.0
Walla Walla	2	59	56	56	.....	.....	.....	.....	51	3	.....	54	3,033	6	6	81	2	3.0
Whatcom	.....	73	72	72	.....	1	.....	6	59	5	.....	80	4,907	2	8	114	12	5.6
Whitman	1	147	147	147	.....	2	.....	3	129	21	.....	153	9,419	6	14	197	16	4.5
Yakima	1	47	47	47	.....	2	1	.....	42	2	.....	44	2,906	5	4	65	5	3.0
Totals	62	1,917	1,890	1,850	11	50	1	153	1,661	76	.....	1,890	122,093	134	149	2,677	157	6.3

GENERAL STATISTICS, 1896—CONTINUED.

TABLE No. IV.

INSTITUTES, TEACHERS EMPLOYED IN PUBLIC AND PRIVATE SCHOOLS, AND AVERAGE MONTHLY SALARIES.

COUNTIES.	INSTITUTES.			TEACHERS EMPLOYED IN PUBLIC SCHOOLS AND GRADE OF CERTIFICATE.														AV. MONTHLY SALARY.		No. of teachers employed in private schools
	No. held during year	No. days institute was in session	No. of teachers enrolled	No. holding state certificates or life diplomas.			No. holding first grade county certificates.			No. holding second grade county certificates.			No. holding third grade county certificates.			Total No. teachers employed during school year.			Male	Female	
				Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total			
Adams	1	3	46	.....	1	1	1	2	3	7	6	13	7	13	20	16	25	41	$42 19	$39 79	1
Asotin	1	3	24	.....	.....	.....	1	1	2	12	6	18	1	4	5	14	11	25	40 05	37 26	3
Chehalis	1	3	84	2	4	6	9	5	14	15	27	42	3	14	17	39	66	105	50 21	42 45	5
Clallam	1	5	34	1	.....	1	4	1	5	13	12	25	7	3	10	35	26	61	38 98	35 66	5
Clarke	1	3	164	3	1	4	7	7	14	24	32	56	10	11	21	57	62	119	35 43	31 71	5
Columbia	1	5	62	.....	.....	.....	15	5	20	10	26	36	3	7	10	31	42	73	41 71	37 00	5
Cowlitz	1	5	72	.....	6	6	16	14	30	16	19	35	3	5	8	35	46	81	43 00	34 50	4
Douglas	1	3	38	1	.....	1	8	4	12	11	23	34	2	7	9	19	36	55	39 19	36 68	1
Franklin	.....	.....	.....	1	.....	1	.....	.....	.....	.....	2	2	1	1	2	2	5	7	61 67	33 33	.....
Garfield	1	3	48	2	2	4	3	.....	3	13	15	28	1	9	10	19	27	46	43 00	35 00	.....
Island	1	3	10	1	3	4	2	1	3	3	6	9	1	2	3	7	12	19	42 76	37 55	.....
Jefferson	1	5	32	5	1	6	2	2	4	8	11	19	1	4	5	16	19	35	57 52	47 49	.....

King	1	5	377	16	28	44	36	58	94	25	121	150	4	40	44	84	251	335	51 14	39 12	71
Kitsap	1	3	26	1	.....	1	3	2	5	5	14	19	12	16	28	21	32	53	41 72	39 67	3
Kittitas	1	3	73	5	29	34	7	1	8	14	5	19	.....	8	8	26	43	69	59 70	49 73	2
Klickitat	1	4½	52	1	.....	1	3	3	6	10	13	23	9	10	19	43	34	77	40 00	38 01	8
Lewis	1	5	101	3	3	6	13	7	20	37	55	92	3	12	15	66	87	153	36 36	31 61	9
Lincoln	1	4	106	1	6	7	15	8	23	25	67	93	6	17	23	48	99	147	41 08	35 59	9
Mason	1	5	27	1	3	3	2	1	3	9	24	33	2	3	5	14	30	44	45 26	40 48	2
Okanogan	1	3	5	1	.....	1	1	3	4	4	12	16	5	3	8	13	18	31	58 37	37 50	1
Pacific	1	5	45	2	4	6	11	7	18	25	11	34	1	3	4	26	36	62	42 39	39 69	6
Pierce	1	3	311	6	30	36	8	24	32	.....	50	50	47	93	145	61	202	263	47 72	36 37	.....
San Juan	.....	.....	.....	.....	1	1	.....	1	1	6	12	18	2	11	13	8	25	33	45 00	34 40	.....
Skagit	1	4	72	2	4	6	6	5	11	15	23	38	2	9	11	37	67	104	46 35	40 06	4
Skamania	.....	.....	.....	.....	.....	.....	.....	1	1	4	9	13	.....	3	3	5	17	22	30 77	29 33	1
Snohomish	1	4	104	5	2	7	8	11	19	16	30	46	1	12	13	51	83	137	43 37	33 68	1
Spokane	1	3	231	4	13	17	30	59	89	48	114	162	6	12	18	63	108	266	50 51	51 02	4
Stevens	.....	.....	.....	.....	3	3	7	2	9	20	15	35	21	24	45	53	38	91	39 86	40 30	6
Thurston	1	4	103	1	1	2	8	16	24	18	32	50	4	12	16	27	65	92	39 71	33 31	16
Wahkiakum	.....	.....	.....	1	.....	1	3	5	8	5	4	9	6	9	15	14	18	32	28 80	37 50	.....
Walla Walla	1	3	102	4	3	7	9	29	38	15	30	45	.....	5	5	29	60	89	52 48	39 67	2
Whatcom	1	4	131	9	1	10	12	7	19	21	66	87	3	17	20	42	89	131	51 60	46 96	8
Whitman	1	5	187	3	7	10	22	14	36	51	84	135	25	38	63	110	144	254	43 09	39 62	23
Yakima	1	5	65	2	.....	2	4	4	8	12	23	40	7	9	16	25	48	73	39 26	28 24	8
Totals	29	113½	2,978	84	155	239	276	310	586	517	1,007	1,524	206	451	657	1,184	2,061	3,245	$44 56	$38 14	213

GENERAL STATISTICS, 1896—CONTINUED.

TABLE No. V.

RECEIPTS FOR THE SCHOOL YEAR BEGINNING JULY 1, 1895.

COUNTIES.	Balance on hand at beginning of school year.	Amount apportioned by county superintendent during school year.		Amount received from special tax during year.	Amount received from sale of bonds during school year.	Amount received by transfer from other districts during year.	Amount received from all other sources.	Total receipts for school year.
		State fund.	County fund.					
Adams	$1,917 65	$800 39	$802 64	$1,069 19		$14 29	$3 00	$5,527 07
Asotin	682 19	626 50	1,408 84	1,138 35		12 78	141 88	4,010 54
Chehalis	9,108 18	2,664 07	7,651 13	9,635 04			104 45	29,165 87
Clallam	1,265 14	1,267 40	4,320 90	3,345 24			18 00	10,216 68
Clarke	5,425 40	3,942 02	12,003 86	9,770 13	$500 00		302 07	32,843 48
Columbia	2,423 52	2,105 79	4,954 84	5,837 66			625 65	15,947 46
Cowlitz	5,372 36	2,179 84	4,821 35	3,318 50		70 54	127 50	15,890 09
Douglas	2,978 96	1,058 31	4,201 95	3,401 21	800 00	7 90	190 17	12,638 50
Franklin	722 33	111 48	732 39					1,566 20
Garfield	2,092 04	1,323 71	3,739 96	3,238 08			156 00	10,569 79
Island	1,092 40	421 82	1,307 28	426 50			20 30	3,268 30
Jefferson	4,964 42	1,006 72	5,258 18	4,950 24			541 67	16,721 23
King	94,865 76	14,172 28	17,051 11	159,892 33	415,065 00		5,190 18	706,236 66
Kitsap	2,151 02	1,426 89	2,528 82	2,616 74	800 00	50 02	15 50	9,588 99

Kittitas	$3,623 60	$2,691 67	$7,663 80	$10,270 67		$157 00	$104 83	$25,015 65
Klickitat	3,426 36	2,023 05	5,677 66	2,605 08		3 75	125 80	11,573 68
Lewis	6,193 73	4,241 71	4,241 63	12,772 46			278 70	29,020 63
Lincoln	6,636 23	2,937 70	9,856 77	9,503 85	$1,152 50	9 00	337 80	31,065 44
Mason	1,231 15	567 87	4,000 04	2,630 40		73 07	2,402 50	12,054 63
Okanogan	2,519 21	813 60	2,752 11	1,553 85	4,500 00	107 81	122 60	12,172 25
Pacific	6,745 62	1,497 64	4,653 07	5,230 17		46 80	113 67	18,242 76
Pierce	45,219 61	11,530 44	12,691 54	144,630 65		519 60	894 72	216,275 55
San Juan	1,429 56	767 04	2,653 16	621 60		59 84	1 00	5,560 40
Skagit	7,311 60	2,633 18	10,123 22	12,524 20	2,295 00	47 51	46 29	35,660 56
Skamania	623 18	231 60	469 60	253 65		10 63	17 20	1,764 62
Snohomish	16,916 65	3,845 61	6,655 62	17,521 77	14,717 62	24 50	23 71	60,011 45
Spokane	27,259 60	8,573 29	17,310 54	60,654 93	491 75		1,705 65	121,534 82
Stevens	3,912 74	1,967 60	4,653 20	2,659 94	3,653 60	189 83	17 66	16,625 11
Thurston	5,773 53	2,657 12	10,578 90	11,600 74		56 81	117 70	30,964 63
Wahkiakum	2,501 60	659 27	2,042 78	1,014 53			129 10	6,231 49
Walla Walla	13,349 76	3,575 03	20,070 51	10,104 65		171 55	67 23	47,330 48
Whatcom	23,570 48	4,076 80	9,570 23	21,842 23	603 73		53 50	64,837 02
Whitman	24,018 91	7,253 00	43,253 07	21,667 80	1,170 81	212 90	900 07	98,507 75
Yakima	9,964 91	2,575 83	5,949 24	7,161 60	1,215 00	42 27	193 50	27,102 19
Totals	$360,316 50	$99,302 55	$250,550 03	$371,659 60	$127,129 41	$1,834 71	$14,496 63	$1,751,230 00

GENERAL STATISTICS, 1896—CONTINUED.

TABLE No. VI.

DISBURSEMENTS FOR THE SCHOOL YEAR BEGINNING JULY 1, 1895.

COUNTIES.	Amount paid during year for teachers' wages	Amount paid during year for rents, repairs, fuel and other incidental expenses	Amount paid during year for school house sites, buildings, furniture, apparatus and library	Amount paid during year for interest on bonds	Amount paid during year for interest on warrants	Amount paid during year for redemption of bonds	Amount transferred to other districts	Amount reverting to general school fund	Total amount paid during year	Balance on hand June 30, 1896
Adams	$2,054 82	$482 11	$669 70	$908 81	$165 64				$4,281 08	$1,245 99
Asotin	2,103 60	214 81		308 00	85 32		$12 78		2,724 51	1,286 03
Chehalis	13,454 61	2,477 93	1,819 03	5,396 46	645 61	$180 00	32 88		24,006 52	5,159 35
Clallam	4,616 05	666 23	423 03	2,650 81	362 21				8,718 33	1,498 35
Clarke	16,338 46	2,609 48	3,029 26	1,705 00	635 02	500 00			24,817 22	8,026 26
Columbia	8,577 46	1,883 23	1,333 01		845 50				12,639 20	3,308 26
Cowlitz	7,024 24	1,069 32	2,077 50	1,202 00	325 54		70 54		11,769 14	4,120 95
Douglas	5,817 12	921 75	1,244 80	1,809 00	212 29		4 22		10,009 18	2,629 32
Franklin	1,013 95	152 85			40 42				1,207 22	358 98
Garfield	4,785 20	1,247 59		1,296 65	291 13				7,620 57	2,949 22
Island	2,421 25	145 77	100 00		6 38				2,673 40	594 90
Jefferson	5,829 25	1,235 68	238 07	6,509 50	55 89		18 00	$167 24	14,053 63	2,667 60
King	328,990 70	132,645 97	85,899 62	55,095 94	40,576 99	10,500 00			653,699 22	52,537 44

Kitsap	3,789 11	1,257 91	720 80	1,033 10	289 64	.....	50 02	.....	7,123 58	2,466 41
Kittitas	9,462 60	2,035 99	1,201 66	5,406 35	706 74	200 00	157 38	.....	19,220 72	9,795 13
Klickitat	6,206 96	796 66	700 91	336 00	359 31	.....	.....	84 19	8,544 06	3,329 62
Lewis	12,148 46	2,179 50	952 07	3,176 02	510 85	1,725 00	.....	.....	20,721 90	9,203 78
Lincoln	14,205 72	2,030 37	1,266 21	2,954 12	563 21	950 00	9 60	32 93	22,072 21	8,937 23
Mason	6,689 23	1,008 34	356 63	1,002 97	258 45	.....	46 09	.....	9,311 71	2,742 61
Okanogan	3,259 76	552 75	5,296 76	1,184 42	141 83	.....	107 31	.....	10,542 83	1,629 43
Pacific	3,214 87	710 97	182 65	1,726 00	297 42	.....	46 39	.....	6,178 30	12,164 46
Pierce	97,628 05	38,698 66	2,101 85	27,135 14	4,667 28	.....	483 09	.....	170,414 07	45,861 28
San Juan	3,526 21	593 85	103 52	401 50	15 62	.....	50 84	.....	4,696 54	832 95
Skagit	10,144 46	3,939 97	2,244 15	7,128 10	594 62	1,200 00	5 84	.....	25,257 14	10,809 22
Skamania	1,265 13	255 31	5 17	.....	16 77	.....	19 03	.....	1,561 46	203 16
Snohomish	24,449 35	2,814 99	4,243 53	11,249 31	2,207 29	.....	34 56	....	44,999 03	15,012 42
Spokane	54,153 91	11,165 80	4,147 33	21,970 10	5,050 12	700 00	.....	....	97,187 26	24,397 56
Stevens	7,874 18	1,251 32	2,009 82	940 00	945 80	.....	160 88	.....	13,202 00	3,623 11
Thurston	14,620 21	3,215 18	1,235 34	5,438 12	613 71	.....	69 49	.....	25,192 05	5,772 58
Wahkiakum	3,117 53	578 75	759 95	284 48	.....	.....	.....	.....	4,740 71	1,640 77
Walla Walla	23,359 54	8,639 24	.....	2,563 99	2,933 51	293 46	171 35	2 96	37,969 05	9,421 46
Whatcom	17,663 99	6,505 84	3,537 65	10,830 58	1,115 36	350 00	.....	.....	41,003 42	23,833 60
Whitman	43,516 41	10,741 95	5,007 07	14,141 58	256 55	4,049 93	553 48	.....	78,266 97	20,240 78
Yakima	5,877 96	1,894 25	7,136 68	4,284 60	501 30	.....	42 27	.....	19,740 06	7,362 13
Totals	$769,150 35	$246,710 32	$140,078 80	$200,120 65	$66,996 32	$20,653 39	$2,166 09	$287 37	$1,446,163 29	$505,167 31

GENERAL STATISTICS, 1896—CONTINUED.

TABLE No. VII.

VALUE OF SCHOOL PROPERTY, INSURANCE, LIBRARIES, DICTIONARIES, ETC.

COUNTIES.	Estimated value of school houses and grounds	Estimated value of school furniture	Estimated value of apparatus	Estimated value of libraries	Total value of all school property	Value of school property per child of school age	Amount of insurance on school property	No. of school districts supplied with libraries	No. of school districts supplied with unabridged dictionaries
Adams	$17,210 00	$3,985 00	$2,258 00	$361 00	$23,814 00	$25 69	$8,896	10	24
Asotin	7,945 00	1,575 00	990 00	37 00	10,547 00	13 38	2,300	.....	7
Chehalis	114,814 00	11,874 00	3,904 00	902 00	131,494 00	39 54	54,790	15	49
Clallam	33,902 00	5,730 00	1,687 00	1,290 00	42,609 00	28 48	18,600	3	15
Clarke	67,597 00	11,845 00	4,697 00	878 00	85,017 00	17 90	37,730	7	34
Columbia	63,710 00	8,315 00	3,185 00	622 00	75,832 00	30 33	31,300	47	47
Cowlitz	29,295 00	6,652 00	2,837 00	.....	38,784 00	14 31	13,975	.....	28
Douglas	32,020 00	4,909 00	1,655 00	315 00	38,899 00	29 29	13,850	5	17
Franklin	2,875 00	225 00	185 00	100 00	3,385 00	36 01	.....	1	2
Garfield	30,575 00	14,930 00	2,296 00	150 00	47,951 00	33 53	18,050	1	10
Island	3,765 00	1,495 00	599 00	27 00	5,886 00	10 96	2,150	1	7
Jefferson	136,685 00	4,972 00	1,465 00	441 00	143,563 00	112 25	29,300	8	11
King	837,957 00	59,262 00	14,103 00	2,971 00	914,293 00	52 83	474,675	35	88

Kitsap	21,562 00	5,345 00	2,245 00	63 00	23,235 00	16 94	12,595	6	20
Kittitas	83,700 00	8,152 00	5,037 00	468 00	97,407 00	31 38	53,790	7	27
Klickitat	17,880 00	3,635 00	2,454 00	25 00	23,714 00	9 46	5,309	2	16
Lewis	74,150 00	12,115 00	3,605 00	407 00	90,277 00	16 93	31,600	11	47
Lincoln	68,720 00	12,793 00	4,025 00	285 00	85,823 00	25 20	29,425	5	62
Mason	24,572 00	3,591 00	2,485 00	107 00	30,505 00	21 42	12,100	.....	26
Okanogan	24,510 00	2,297 00	710 00	75 00	27,622 00	26 92	8,800	2	6
Pacific	46,254 00	5,865 00	1,852 00	209 00	54,260 00	29 47	17,750	5	23
Pierce	836,005 00	56,960 00	10,105 00	6,885 00	906,955 00	67 85	239,400	22	70
San Juan	11,185 00	1,938 00	582 00	24 00	13,679 00	14 66	3,200	2	10
Skagit	127,765 00	15,502 00	3,614 00	287 00	147,154 00	43 38	59,950	6	42
Skamania	1,950 00	343 00	344 00	.....	2,667 00	6 09	.....	.....	.....
Snohomish	128,585 00	14,045 00	4,215 00	1,156 00	158,025 00	52 67	106,650	2	31
Spokane	614,315 00	38,225 00	21,230 00	1,015 00	274,825 00	53 41	234,185	23	87
Stevens	24,533 00	4,765 00	1,708 00	30 00	31,126 00	12 00	12,400	2	10
Thurston	103,160 00	9,902 00	4,064 00	584 00	123,710 00	37 49	53,450	17	39
Wahkiakum	10,000 00	1,813 00	1,217 00	19 00	13,049 00	14 60	1,520	3	14
Walla Walla	128,270 00	11,900 00	3,735 00	1,425 00	145,340 00	33 28	70,100	12	37
Whatcom	205,060 00	21,424 00	5,724 00	1,251 00	233,462 00	45 91	117,445	10	76
Whitman	238,596 00	32,437 00	13,471 00	1,226 00	286,743 00	33 46	149,670	27	103
Yakima	81,515 00	13,605 00	4,023 00	318 00	99,461 00	35 35	38,750	12	10
Totals	$4,266,747 00	$413,151 00	136,459 00	$21,036 00	$4,837,413 00	$10 12	$1,968,686	309	1,120

GENERAL STATISTICS, 1896—CONTINUED.

TABLE No. VIII.

SPECIAL TAXES, BONDS AND FLOATING INDEBTEDNESS, RATE OF INTEREST PAID ON BONDS.

COUNTIES.	SPECIAL TAX—BONDS.			INDEBTEDNESS—RATE OF INTEREST PAID ON BONDS.				
	Number of school districts voting special tax.....	*Number of districts voting bonds during year.....*	*Whole number districts having bonded indebtedness.....*	*School district indebtedness exclusive of bonded indebtedness.*	*Amount of bonds issued during year.*	*Amount of bonds now outstanding.*	*Total amount of school district indebtedness.*	*Average rate of interest paid on bonds .....*
Adams	3	1	4	$13,971 00	.....	$12,400 00	$26,371 00	7.28
Asotin	6	.....	1	2,835 00	.....	4,400 00	7,235 00	7.00
Chehalis	22	.....	9	38,421 00	.....	81,650.00	120,071 00	6.70
Clallam	16	.....	7	20,996 00	.....	34,300 00	55,296 00	7.50
Clarke	23	1	12	15,858 60	$500 00	25,250 00	41,108 60	6.73
Columbia	13	.....	1	26,077 84	.....	4,200 00	30,277 84	7.00
Cowlitz	18	.....	8	13,810 00	.....	15,600 00	29,410 00	7.62
Douglas	25	1	25	10,831 90	300 00	23,750 00	34,581 90	8.30
Franklin	1	.....	.....	1,037 65	.....	.....	1,037 65	.....
Garfield	15	.....	2	17,329 00	.....	19,000 00	36,329 00	6.84
Island	2	.....	.....	.....	.....	.....	.....	.....
Jefferson	8	1	2	5,481 00	35,000 00	136,250 00	141,731 00	6.03

King	87	2	59	92,185 00	405,000 00	966,850 00	1,069,035 00	7.50
Kitsap	26	1	12	10,046 00	600 00	14,232 00	24,338 00	7.21
Kittitas	29	.....	10	24,969 79	.....	70,200 00	95,169 79	7.52
Klickitat	12	.....	3	11,026 00	.....	4,550 00	15,576 00	8.70
Lewis	51	.....	20	37,089 00	.....	54,625 00	92,314 00	7.22
Lincoln	61	3	29	21,334 00	1,150 00	37,275 00	61,609 00	8.07
Mason	17	.....	9	7,747 24	.....	11,100 00	18,847 24	8.96
Okanogan	8	1	5	6,681 23	4,500 00	23,300 00	29,981 23	7.00
Pacific	23	....	9	18,892 59	.....	35,450 00	54,342 59	7.14
Pierce	53	.....	25	149,630 89	.....	417,345 00	566,975 89	6.31
San Juan	5	.....	3	1,334 00	.....	4,600 00	5,934 00	7.35
Skagit	31	3	23	48,014 00	2,500 00	110,950 00	159,564 00	7.41
Skamania	3	.....	.....	577 00	.....	.....	577 00	.....
Snohomish	46	2	21	97,621 00	2,093 00	187,293 00	284,914 00	6.40
Spokane	77	1	39	134,397 00	400 00	331,850 00	466,247 00	6.33
Stevens	.....	4	9	24,108 00	3,033 00	14,850 00	38,958 00	8.06
Thurston	29	.....	14	65,044 00	....	91,500 00	156,544 00	6.83
Wahkiakum	.....	14	2	838 00	.....	2,200 00	3,038 00	7.95
Walla Walla	8	.....	5	53,069 00	.....	43,400 00	97,069 00	6.02
Whatcom	53	1	23	82,724 00	600 00	159,950 00	242,674 00	6.95
Whitman	48	4	48	95,101 98	16,600 00	181,795 00	276,896 98	8.33
Yakima	37	1	21	35,788 22	1,200 00	64,200 00	99,988 22	6.67
Totals	859	41	460	$1,189,759 98	$474,336 00	$3,201,875 00	$4,894,134 98	7.10

GENERAL STATISTICS, 1896—CONTINUED.

TABLE No. IX.

SCHOOL VISITATION, COMPENSATION OF COUNTY SUPERINTENDENTS AND BOARDS OF EXAMINERS, AND COST OF TEACHERS' INSTITUTES.

COUNTIES.	No. of official visits made by county superintendents during year.....	COMPENSATION OF COUNTY SUPERINTENDENTS.				Amount paid to examiners of teachers during year.....	Amount paid for institute expenses during year.....
		Amount paid county superintendents as salary during year.	*Amount paid county superintendents for visiting schools during year*	*Amount paid county superintendents as milcage during year.*	*Tatal amount paid county superintendents during school year.*		
Adams	33	$150 00	.....	$207 65	$357 65	$97 75	$50 00
Asotin	34	150 00	$102 00	81 80	333 80	66 00	30 00
Chehalis	100	700 00	51 00	259 20	1,010 20	105 40	.....
Clallam	30	350 00	.....	39 80	389 80	71 00	58 00
Clarke	120	700 00	240 00	171 00	1,111 00	112 60	57 90
Columbia	126	500 00	321 00	161 05	982 05	100 70	6 00
Cowlitz	100	500 00	207 00	237 50	944 50	122 00	51 00
Douglas	61	350 00	183 00	227 30	760 30	184 50	73 00
Franklin	3	50 00	15 00	16 60	81 60	38 85	.....
Garfield	50	483 00	42 00	2 86	527 86	109 20	.....
Island	23	150 00	54 00	98 40	302 40	49 80	11 00
Jefferson	18	658 00	75 00	2 88	735 88	120 00	5 00
King	306	1,699 00	273 00	246 22	2,218 22	264 80	200 00

Kitsap	67	400 00	203 00	103 20	706 20	83 90	30 00
Kittitas	86	650 00	123 00	195 90	968 90	76 70	5 00
Klickitat	26	400 00	129 00	43 50	572 50	117 20	.....
Lewis	177	600 00	372 00	58 65	1,230 65	141 20	145 00
Lincoln	220	700 00	531 00	614 35	1,848 35	164 20	29 75
Mason	52	300 00	102 00	90 10	492 10	72 00	.....
Okanogan	.....	200 00	30 00	12 12	242 12	60 00	.....
Pacific	120	400 00	210 00	104 90	714 90	99 20	193 00
Pierce	132	1,600 00	66 00	105 00	1,771 00	314 40	30 00
San Juan	30	150 00	57 00	42 60	279 60	72 90	.....
Skagit	95	650 00	285 00	27 29	962 29	117 50	87 50
Skamania	5	50 00	30 00	31 75	111 75	12 60	.....
Snohomish	115	999 00	138 00	97 06	1,234 06	148 00	56 00
Spokane	365	1,401 00	462 00	435 99	2,293 99	222 10	185 75
Stevens	14	450 00	42 00	284 70	776 70	106 60	.....
Thurston	104	700 00	165 00	193 82	1,058 82	105 50	158 00
Wahkiakum	33	200 00	45 00	12 65	257 65	97 50	.....
Walla Walla	104	800 00	225 00	228 00	1,253 00	99 00	63 00
Whatcom	183	1,100 00	216 00	53 90	1,369 90	75 40	65 00
Whitman	146	1,250 00	123 00	150 39	1,523 39	327 40	205 00
Yakima	115	500 00	216 00	266 40	982 40	108 00	86 85
Totals	*3,223*	*$20,140 00*	*$5,366 00*	*$4,901 43*	*$30,410 43*	*$4,054 10*	*$1,883 75*

GENERAL STATISTICS, 1896—CONTINUED.

TABLE No. X.

COUNTY CERTIFICATES GRANTED, GRADES OF—FAILURES.

COUNTIES.	No. of first grade certificates granted.			No. of second grade certificates granted.			No. of third grade certificates granted.			Total number of certificates granted.	No. of certificates from other counties endorsed by board.	No. of certificates granted without examination, upon other papers.	No. of temporary certificates granted by county sup't.	No. of applicants who failed.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.					Male.	Female.	Total.
Adams				6	2	8	4	8	12	20			5	6	19	25
Asotin				3	2	5	1	1	2	7	5		8	1	6	7
Chehalis	2	3	5	5	19	24	3	11	14	43	8	3	16	2	15	17
Clallam				3	9	12	7	3	10	22	2		3	2	4	6
Clarke	4		4	16	27	43	13	22	35	82		4	8	24	30	54
Columbia	1		1	8	9	17	1	9	10	28	5	2	7	7	17	24
Cowlitz	2	1	3	7	13	20	6	12	18	41		1	9	6	11	17
Douglas	1	3	4	3	15	18	2	5	7	29	6	2	4	8	5	13
Franklin					3	3	1	2	3	6			2			
Garfield				2	4	6	2	7	9	15	5		8	11	13	24
Island	1		1	3	3	6	2	3	5	12			6	1		1
Jefferson	1		1	5	8	13	1	6	7	21	4	1	6	3	1	4
King	6	8	14	16	101	117	19	69	88	219	15	16	35	17	49	66

Kitsap				1	7	8	8	8	16	24	5	1	15	3	11	14
Kittitas				6	10	16	3	6	9	25	1	2	4	7	27	34
Klickitat				1	4	5	10	15	25	30	2	3	9	12	14	26
Lewis	3	1	4	16	22	38	5	15	20	62	2	1	11	4	15	19
Lincoln	3	1	4	11	22	33	8	13	21	58		2	12	5	13	18
Mason	1		1	6	9	15	1	3	4	20			14		1	1
Okanogan	1		1	3	4	7	2	4	6	14	7		9		1	1
Pacific	2	5	7	8	6	14	2	2	4	25	1	3	7	2	6	8
Pierce		6	6	19	88	107	18	71	89	202	1	3	21	5	37	42
San Juan				1	4	5		4	4	9			4		7	7
Skagit	2		2	8	14	22	4	15	19	43	6	6	14	5	10	15
Skamania				2		2		4	4	6			6			
Snohomish	4	2	6	14	28	42	2	15	17	65	7	3	32	7	9	16
Spokane	3	3	6	33	67	100	9	28	37	143	4	6	25	3	46	49
Stevens	1		1	19	5	24	4	6	10	35		1	17	3	2	5
Thurston		1	1	11	13	24	7	19	26	51	6	5	10	6	22	28
Wahkiakum	2	1	3	4	5	9	2	4	6	18	2	1	5			
Walla Walla	9	13	22	14	30	44	5	23	28	94	1	5	13	8	14	22
Whatcom	1		1	11	27	38	6	25	31	70	2	4	13	2	27	29
Whitman	5	2	7	32	38	70	12	34	46	123	5	3	55	23	34	62
Yakima				10	15	25	6	20	26	51	4	3	13	13	31	44
Totals	55	50	105	307	633	940	176	492	663	1,713	106	79	427	201	497	698

GENERAL STATISTICS, 1896—CONCLUDED.

TABLE No. XI.

SUPPLEMENTAL FINANCIAL EXHIBIT.

COUNTIES.	A. *Total cost for teachers' wages.*	B. *Total for rents, repairs, fuel and other incidentals.*	C. *Total for sites, buildings, furniture, apparatus and library.*	D. *Total of A, B and C.*	E. *Amount of outstanding warrants July 1, 1895.*	F. *Net increase of outstanding warrants.*	G. *Net decrease of outstanding warrants.*	H. *Amount of outstanding warrants June 30, 1896.*
Adams	$6,214 50	$1,248 90	$698 03	$8,161 43	$7,789 00	$6,286 00	.....	$14,075 00
Asotin	3,343 00	194 28	.....	3,539 28	2,183 75	1,948 69	.....	4,132 44
Chehalis	25,341 57	4,724 09	892 15	30,957 81	25,299 58	13,121 02	.....	38,423 60
Clallam	10,081 56	1,619 01	898 61	12,599 18	14,983 50	7,471 18	.....	22,454 68
Clarke	21,551 51	4,976 48	3,263 69	29,791 68	10,992 13	4,547 37	.....	15,539 50
Columbia	14,134 10	1,355 86	1,333 01	16,822 97	20,288 15	5,789 69	.....	26,077 84
Cowlitz	10,528 27	1,169 09	947 59	12,944 95	10,014 19	3,487 47	.....	13,501 66
Douglas	5,817 12	921 75	1,244 80	7,983 67	6,852 90	3,962 46	.....	10,815 36
Franklin	1,292 00	152 85	.....	1,444 85	464 77	392 88	.....	857 65
Garfield	8,558 10	1,259 01	459 87	10,276 98	13,180 26	4,155 23	.....	17,335 49
Island	2,952 82	183 37	56 25	3,222 44	65 00	701 75	.....	766 75
Jefferson	5,829 25	1,253 68	238 07	7,321 00	26,200 15	.....	20,717 08	5,483 07
King	141,333 00	42,895 96	22,694 39	206,923 35	443,989 54	.....	332,500 12	111,489 42
Kitsap	3,789 11	1,237 91	820 70	5,856 72	8,536 65	3,935 18	.....	12,471 83

Kittitas	19,461 85	3,909 09	1,311 86	24,681 80	20,931 36	12,650 26	.....	33,761 62
Klickitat	9,834 29	1,079 59	1,693 45	12,607 33	6,179 99	4,835 08	.....	11,015 07
Lewis	22,304 09	3,809 81	1,363 14	27,477 07	26,806 67	10,717 58	.....	37,524 25
Lincoln	14,205 72	2,090 57	1,266 21	17,562 30	13,326 24	10,023 53	.....	23,351 82
Mason	7,265 83	1,117 33	198 35	8,581 51	6,258 60	3,573 54	.....	9,832 14
Okanogan	4,964 00	704 01	5,522 81	11,190 82	4,916 15	1,768 13	.....	6,684 28
Pacific	10,197 24	1,809 76	753 23	12,760 23	9,476 34	9,415 64	.....	18,891 98
Pierce	105,954 00	23,701 30	2,684 92	132,340 22	128,363 53	11,267 36	.....	149,630 89
San Juan	4,261 87	597 85	103 52	4,963 24	379 63	965 61	.....	1,345 24
Skagit	20,831 85	3,006 85	4,051 53	27,890 23	45,916 06	11,653 19	.....	57,569 25
Skamania	1,265 13	272 03	24 25	1,561 40	360 02	216 98	.....	577 00
Snohomish	32,210 00	9,074 00	8,925 00	50,209 00	79,707 54	17,932 50	.....	97,640 04
Spokane	74,729 89	16,841 57	19,216 83	110,788 29	113,661 43	42,558 17	.....	156,219 60
Stevens	10,188 95	810 84	1,960 16	12,959 95	19,811 00	4,335 50	.....	24,146 50
Thurston	15,681 27	2,962 58	826 10	19,469 95	63,863 04	1,196 87	.....	65,059 91
Wahkiakum	3,517 38	419 13	301 00	4,237 51	570 83	227 50	.....	798 33
Walla Walla	29,225 10	6,554 23	1,207 00	36,986 33	50,978 73	2,706 68	.....	53,685 41
Whatcom	32,896 30	8,536 40	2,399 19	43,831 89	65,615 35	17,069 09	.....	82,621 44
Whitman	46,230 80	10,057 10	2,761 65	59,049 55	126,435 00	5,521 34	.....	131,956 34
Yakima	18,241 60	4,128 53	9,933 71	32,303 84	15,860 70	20,027 52	.....	35,888 22
Totals	$744,274 77	$164,673 69	$100,065 12	$1,009,013 58	$1,400,257 78	$244,589 04	$353,217 20	$1,291,629 62

For explanation of the above table see remarks on page 65.

SUMMARY OF STATISTICS.

1894 AND 1896 COMPARED.

RECEIPTS.

ITEMS.	1894.	1896.	Decrease.
Amount of funds on hand at beginning of school year	$434,937 50	$360,316 56	$74,620 94
Amount apportioned by county superintendent during year.... State	95,904 06	99,302 55	*3,398 49
Amount apportioned by county superintendent during year.... County	456,322 99	256,530 88	199,792 11
Amount received from special taxes	723,293 61	571,659 86	151,633 75
Amount received from sale of bonds	149,568 11	447,129 41	*297,561 30
Amount received by transfer from other districts	7,699 87	1,894 71	5,805 16
Amount received from all other sources	10,131 44	14,496 63	*4,365 19
Total receipts for school year	$1,877,857 58	$1,751,330 60	$126,526 98

*Increase.

DISBURSEMENTS.

ITEMS.	1894.	1896.	Increase.
Amount paid during year for teachers' wages	$752,518 77	$769,150 35	$16,631 58
Amount paid during year for rents, repairs, fuel and other incidentals	175,092 76	246,710 32	71,617 56
Amount paid during year for school house sites, buildings, furniture, apparatus and libraries	374,672 34	140,078 80	*234,593 54
Amount paid during year for interest on bonds	175,143 03	200,120 65	24,977 62
Amount paid during year for interest on warrants	46,223 73	66,996 32	20,772 59
Amount paid during year for redemption of bonds	6,022 56	20,653 39	14,630 83
Amount transferred to other districts	7,934 57	2,166 09	*5,768 48
Amount reverting to general school fund	2,296 87	287 37	*2,009 50
Total amount paid out during year.	$1,539,904 63	$1,446,163 29	*$93,741 34
Balance on hand at close of school year (June 30)	337,952 95	305,167 31	*32,785 64

*Decrease.

VALUE OF SCHOOL PROPERTY.

ITEMS.	1895.	1893.	Decrease.
Estimated value of school houses and grounds	$4,477,806 00	$4,266,747 00	$211,059 00
Estimated value of school furniture	393,882 00	413,151 00	*14,269 00
Estimated value of apparatus	111,893 00	133,453 00	*21,651 00
Estimated value of libraries	22,004 00	21,056 00	948 00
Total estimated value of school property	$5,014,396 00	$4,837,413 00	$176,983 00

*Increase.

MISCELLANEOUS.

ITEMS.	1895.	1893.	Increase.
Amount of indebtedness exclusive of bonds	$1,020,099 89	$1,189,759 98	$169,661 09
Amount of school district bonds outstanding	2,555,507 00	3,204,375 00	648,868 00
Average rate of interest paid on bonds	7.3	7.1	*0.2
Whole number of districts having bonded indebtedness	417	460	43
Whole number of school districts in state	1,821	1,917	96
Number of school houses in state	1,751	1,890	139
Average number of months public schools were maintained during year	5.3	4.6	*0.7
Number of children between 5 and 21 years of age residing in the state	115,169	120,663	5,493
Number of pupils enrolled in public schools during year	86,720	90,113	3,393
Average daily attendance	58,399	63,212	4,813
Percentage of children between 5 and 21 years of age enrolled in schools	74.77	74.74	*.03
Number of defective youth in state	155	179	*0
Average monthly salary paid male teachers	$31 45	$44 56	*$6 89
Average monthly salary paid female teachers	46 08	38 14	*7 94
Number of counties holding teachers' institutes	28	29	1
Average number of days institutes were in session	4.80	3.91	*.89
Total amount expended during the year for school purposes, including compensation for county superintendents, county boards of examiners and expenses of teachers' institutes	$1,585,393 69	$1,482,511 57	*$102,882 12

*Decrease.

TABULATED REPORTS OF GRADED SCHOOLS IN CITIES AND TOWNS, 1895-96.

CITY OR TOWN.	No. of school houses in district	Total seating capacity of all school rooms	No. of departments (rooms) maintained	No. of principals employed	No. of class or grade teachers employed	Salary paid city supts. per year	Salary paid principals per year	Salary paid other teachers during year	Date at which school began.	No. of months school was maintained	Whole No. of pupils enrolled during year	Average number belonging	Average daily attendance
Aberdeen	2	800	6	1	6	900		$315 to 385	Sept. 2, 1895	7	367	319.7	296.3
Anacortes	1	300	3	1	2		$540	570	Sept. 23, 1895	6	191	140.2	122.1
Asotin	1	200	3	1	2		360	270 to 300	Sept. 30, 1895	6	149	146	123
Ballard	2	525	12	1	11	720		384	Oct. 2, 1895	8	539	443	418
Blaine	2	250	2	1	1		375	375	Sept. 9, 1895	7½	111	58.6	55.5
Buckley	2	275	4	1	3		490	280 to 315	Sept. 30, 1895	7	257	208	199
Castle Rock	1	210	4	1	3		480	320	Sept. 23, 1895	8	249	186	174
Centralia	2	675	12	2	11	450	300	240	Sept. 30, 1895	6	687	530	506
Chehalis	2	540	10	2	9	950	450	440	Sept. 30, 1895	9	485	352	238
Cheney	1	600	4	1	3		630	571½	Sept. 9, 1895	9	260	200	184
Edmonds	3	400	5	1	4		360	240	Sept. 19, 1895	6	137	95	93.2
Ellensburgh	1	500	9	1	8	1,350	600	480	Oct. 7, 1895	8	495	371.8	362.9
Everett	5	970	20	4	17	1,500	675	450 to 540	Sept. 9, 1895	9	845	657	613.5
Ilwaco	1	150	4	1	3		630	450 to 540	Sept. 9, 1895	9	214	145.6	137
Kelso	1	240	4	1	3		265	195	Sept. 30, 1895	6	184	127	125
La Conner	1	125	3	1	2		720	540	Sept. 9, 1895	9	138	102.7	97.1
Medical Lake	1	200	4	1	3		420	210 to 240	Sept. 23, 1895	6	173		122
Montesano	2	400	7	1	6		945	472½	Sept. 2, 1895	9	352	286	276
Mt. Vernon	1	300	6	1	5		540	330	Oct. 1, 1895	6	297	251	224
New Whatcom	6	1,500	27	6	23	1,250	560 to 920	400 to 560	Sept. 2, 1895	8	1,212	1,011	939
North Yakima	2	650	14	2	13	1,200	640	400 to 440	Sept. 30, 1895	8	737	547.5	516.3
Olympia	4	1,000	18	3	15	450	330 to 390	300	Sept. 9, 1895	6	829	682.5	644.5
Orting	2	230	5	1	4		720	350	Sept. 23, 1895	8	218	165	156
Pasco	2	66	2	1	1		520	320	Sept. 3, 1895	8	68	51	47
Patsha City	1	120	2	1	1		360	240	Sept. 30, 1895	6	73	61	54

Port Angeles	5	700	12	3	9	800	450 to 540	315 to 450	Sept. 2, 1895	9	583	380	362	
Port Townsend	3	450	10	1	9	.....	765	360 to 540	Sept. 9, 1895	9	489	402	393	
Pullman	2	350	8	1	7	.....	468½	281¼ to 312½	Oct. 21, 1895	6½	306	260	255	
Puyallup	4	720	11	1	11	900	540	360 to 405	Oct. 7, 1895	9	600	466	450.2	
Seattle	21	7,245	140	16	152	2,400	810 to 1,260	375 to 675	Sept. 16, 1895	9	6,975	5,655.2	5,315	
Sedro	1	250	2	1	1	....	300	270	Sept. 30, 1895	6	100	75	59	
Sidney	1	150	2	1	1	.....	300	300	Sept. 30, 1895	6	82	60	59	
Shelton	1	177	4	1	3	.....	.....	400	Sept. 2, 1895	.....	215	187	175	
Snohomish	4	600	13	1	11	600	420	360	Oct. 1, 1895	6	555	483	469	
Spokane	11	3,524	71	8	68	2,000	531 to 1,062	382 to 510	Sept. 16, 1895	8½	3,600	2,809	2,692	
Sprague	1	300	6	1	6	.....	1,000	495	Sept. 9, 1895	9	317	240	228	
Tacoma	16	5,800	109	12	106	2,000	963	510	Sept. 16, 1895	9	5,461	4,589	4,445	
Tekoa	1	235	4	1	3	.....	600	400 to 480	Sept. 2, 1895	8	225	183	179	
Tumwater	1	125	3	1	2	.....	390	270	Sept. 23, 1895	6	119	94.2	90	
Uniontown	1	92	2	1	1	.....	300	252	Sept. 16, 1895	6	110	86	73	
Vancouver	3	900	13	4	11	1,200	540 to 810	450 to 540	Sept. 9, 1895	9	756	579.9	543.3	
Waitsburg	1	280	6	1	5	.....	490	280	Sept. 30, 1895	7	234	211.5	200	
Walla Walla	4	1,400	20	5	15	1,650	500 to 900	637½	Sept. 9, 1895	9	1,742	977	940	
Winlock	1	230	4	1	3	.....	360	230	Oct. 7, 1895	6	252	169	156	
Waterville	1	250	4	1	3	.....	560	400	Oct. 7, 1895	8	157	110.9	103.7	

TABULATED REPORT OF GRADED SCHOOLS—CONCLUDED.

CITY OR TOWN.	ENROLLMENT BY GRADES.									Whole No. of grades in school.....	Av. No. of recitations daily per each teacher.....	Name of city superintendent or principal.
	No. in first grade.....	No. in second grade.....	No. in third grade.....	No. in fourth grade.....	No. in fifth grade.....	No. in sixth grade.....	No. in seventh grade.....	No. in eighth grade.....	No. in all grades above eighth.....			
Aberdeen	92	54	31	54	34	27	19	18	38	10	12.43	R. B. Bryan.
Anacortes	19	24	27	27	23	16	18	17	20	10	16.66	E. K. Barnard.
Asotin	25	13	24	18	17	15	20	17	4	9	15	J. B. Jones.
Ballard	100	44	68	33	63	40	36	16	20	9	12	E. H. Stafford.
Blaine	12	18	26	28	29	5	.....	.....	.....	10	25	J. W. Tanner.
Buckley	59	33	20	24	38	30	37	16	.....	.....	14	W. C. Orr.
Castle Rock	35	28	33	35	21	46	24	19	8	9	28	J. O'Neill.
Centralia	110	158	100	104	47	67	55	13	71	11	12	W. H. Thompson.
Chehalis	103	67	73	36	57	28	56	44	20	10	13	J. T. Forrest
Cheney	39	30	33	37	.....	55	47	19	.....	8	13.25	J. W. Buchanan.
Edmonds	38	22	9	17	18	5	4	5	6	9	15	James Brady.
Ellensburg	102	58	43	75	72	61	21	33	30	11	12	F. M. McCully.
Everett	216	98	148	120	74	58	35	31	67	11	9	A. H. Sherwood.
Ilwaco	54	28	22	18	33	34	32	.....	.....	7	11.50	J. L. Tousey.
Kelso	18	24	42	26	9	9	20	31	.....	8	16.33	J. S. Beall.
La Conner	20	14	27	12	9	19	14	13	10	10	16	Margaretta Keyes.
Medical Lake	.....	.....	.....	.....	18	19	10	8	4	10	12	R. C. Egbers.
Montesano	70	30	84	59	20	26	20	23	20	10	14	P. Williams.
Mt. Vernon	60	46	53	52	19	33	.....	18	30	10	14	J. M. Shields.
New Whatcom	208	170	166	186	126	93	80	54	129	12	11.80	Harry Pattison.
North Yakima	127	71	90	80	94	87	83	51	54	11	9.80	Wm. M. Heiney.
Olympia	144	102	99	100	102	82	50	59	91	11	11.61	W. C. Hazzard.
Orting	30	14	34	38	27	18	26	15	16	9	17	Miles Edgerton.
Pasco	16	9	11	19	9	4	.....	.....	.....	6	.....	W. D. Ingall.
Patsha City	7	6	9	7	8	14	10	5	5	9	22	D. E. Schnebly.
Port Angeles	112	81	122	59	42	26	34	22	35	11	15	O. A. Tiffany.
Port Townsend	58	81	80	52	18	39	31	19	55	11	13.50	C. P. Aubert.
Pullman	41	42	35	40	42	38	41	19	11	9	8.75	W. T. Thompson.
Puyallup	140	57	50	83	57	63	57	21	45	10	10	A. J. Snoke.
Seattle	1,812	995	838	887	797	315	331	295	446	12	12	Frank J. Barnard.
Sedro	6	10	12	15	18	18	8	6	2	9	18	Katheryn M. Coutant.
Sidney	6	5	18	2	5	15	12	4	6	9	19.50	W. E. Walker.
Shelton	40	28	29	21	30	22	26	11	8	10	15	H. F. Baker.
Snohomish	78	62	94	107	38	66	61	26	26	12	10	R. E. Friars.

Spokane	612	456	557	490	502	311	246	145	231	12	13	D. Bemiss.
Sprague	36	53	49	41	24	40	39	16	19	9	12	W. B. Turner.
Tacoma	998	754	648	687	637	529	448	448	312	12	*14	E. S. Bingham.
Tekoa	40	31	30	15	25	15	35	30	4	9	12.75	E. R. Jones.
Tumwater	22	13	21	17	4	5	19	12	4	9	15	F. B. Hawes.
Uniontown	23	18	10	21	.....	13	14	.....	.....	7	19	H. E. Curtiss.
Vancouver	120	86	101	113	114	65	34	52	71	12	17.50	C. W. Shumway.
Waitsburg	41	42	48	79	16	.....	.....	.....	50	9	12.33	J. W. Thorp.
Walla Walla	275	266	208	205	221	175	152	101	94	9	12	R. C. Kerr.
Winlock	38	27	48	48	17	.....	.....	.....	22	.....	13	B. F. Bullard.
Waterville	20	19	16	19	12	14	10	28	30	10	15	C. C. Hammerly.

*High school 5, others 9.

TOWN AND VILLAGE SCHOOLS, 1896.

TOWN OR VILLAGE.	COUNTY.	No. school houses in district	Total seating capacity	No. of departments (rooms)	No. of teachers employed	Wages paid principal per month	Wages paid grade teachers per month	Mos. school was maintained	No. enrolled during year
Allyn	Mason	1	40	2	1		$35	4	6
Bangor	Kitsap	1	50	1	1		37	3	12
Birdsview	Skagit	1	30	1	1		40	6	23
Black Diamond	King	2	200	3	3	$70	40	8½	200
Burlington	Skagit	1	150	2	2	60	40	7	88
Cathlamet	Wahkiakum	1	40	1	1		40	8	60
Centerville	Klickitat	1	100	1	1		50	6	57
Chinook	Pacific	1	40	1	1		45	6	41
Clearbrook	Whatcom	1	75	2	2	70	35	7	73
Cleveland	Klickitat	1	50	1	1		40	3½	60
Coupeville	Island	1	96	2	2	55	45	8½	95
Custer	Whatcom	1	48	1	1		50	5	51
Enumclaw	King	1	90	2	2	60	40	7	84
Fairfield	Spokane	1	80	2	2	60	40	6	85
Fern Hill	Pierce	1	300	3	3	65	45	6	147
Friday Harbor	San Juan	1	92	2	2	50	40	6	97
Gig Harbor	Pierce	1	75	2	2	30	30	7	86
Hadlock	Jefferson	1	56	1	1		70	9	38
Harrington	Lincoln	1	90	2	2	45	35	7	90
Harrison	Mason	1	28	1	1		40	5½	14
Hillyard	Spokane	3	126	4	4	75	58½	9	154
Huntsville	Columbia	1	100	2	2	60	45	8	90
Issaquah	King	1	150	2	2	80	50	9	207
Kirkland	King	1	125	2	2	55	40½	9	93
La Camas	Clarke	1	140	2	2	55	40	9	116
Little Falls	*Lewis*	1	200	2	2	55	30	7	109
Loomis	Okanogan	1	160	1	1		60	7	36
Loon Lake	Stevens	1	60	1	1		50	6	45
Marshall	Spokane	1	44	1	1		50	7½	34
Methow	Okanogan	1	30	1	1		30	4	12
Montborne	Skagit	1	50	1	1		40	8	18
Napavine	Lewis	1	150	2	2	40	35	6	89
Oak Harbor	Island	1	60	1	1		45	6	68
Olalla	Kitsap	2	90	2	2	40	30	3	45
Paulsbo	Kitsap	1	40	1	1		40	7	72
Port Blakely	Kitsap	1	90	2	2	65	35	9	95
Port Madison	Kitsap	1	60	1	1		35	5	46
Rochester	Thurston	1	60	1	1		40	6	41
Ronald	Kittitas	1	108	2	2	60	50	9	112
Roy	Pierce	1	75	2	2	50	35	3	51
Starbuck	Columbia	1	210	2	2	65	50	8	110
St. John	Whitman	1	90	1	1		55	6	72
Stanwood	Snohomish	1	90	2	2	55	45	6	94
Sunnyside	Yakima	1	75	2	2	50	35	6	55
Tenino	Thurston	1	200	2	2	40	30	3	72
Tracyton	Kitsap	1	50	1	1		30	4	56
Troy	Douglas	1	25	1	1		35	3	13
West Ferndale	Whatcom	1	100	2	2	40	36⅔	5	114
West Seattle	King	1	100	2	2	75	50	8¼	69

SCHEDULE OF TEACHERS' INSTITUTES HELD DURING THE SCHOOL YEAR, 1894-5.

COUNTIES.	Place and date of beginning.		Name of conductor.	Names of instructors.
	Place.	Date.		
Adams	Ritzville	Sept. 5, 1895	W. B. Turner	W. M. Townsend, Ed. Ellis, Mrs. E. C. Whittlesey, J. W. Emmert.
Asotin	Asotin	Aug. 5, 1895	D. S. Jennings	Supt. E. V. Kuykendall and teachers of the county.
Chehalis	Aberdeen	Dec. 19, 1894	J. A. Hutcheson	P. A. Getz, R. B. Bryan and others
Clallam	Port Angeles	Aug. 12, 1895	Ella L. Guptill	J. M. Hitt, W. B. Turner.
Clarke	Vancouver	Aug. 5, 1895	C. W. Shumway	——— ———
Columbia	Dayton	July 29, 1895	H. B. Ridgely	P. A. Getz, J. Woods and others.
Cowlitz	Woodland	July 29, 1895	A. C. Jones	——— ———
Douglas	Waterville	Aug. 5, 1895	W. B. Turner	Local teachers.
Garfield	Pomeroy	July 8, 1895	J. C. Muerman	E. V. Kuykendall, A. W. Homer and others.
Island	Coupeville	June 26, 1895	Mrs. Mary E. Jenne	Mrs. J. M. Keho.
Jefferson	Port Townsend	July 17, 1895	U. G. Edwards	Ida C. Hawley and others.
Kitsap	Sidney	July 1, 1895	F. E. Patterson	Ida C. Hawley, Ada McKinzie.
Kittitas	Ellensburg	Aug. 12, 1895	Geo. M. Jenkins	J. H. Morgan, F. M. McCully and others.
Klickitat	Goldendale	May 6, 1895	C. M. Ryman	Teachers of the county.
Lewis	Centralia	April 8, 1895	J. E. Lease	Meyer Brandvig, M. J. Garrett and others.
Lincoln	Sprague	Feb. 11, 1895	W. B. Turner	C. E. Reeves, A. S. Melcher and others.
Mason	Shelton	June 24, 1895	G. B. Gunderson	Ida Hawley, A. J. Collins and others.
Okanogan	Conconully	Aug. 5, 1895	J. E. Leader	W. H. Watson.
Pacific	South Bend	May 4, 1895	E. S. Stevens	Mrs. A. M. Harris, Miss Arepta McClain, Miss Mamie B. Wanger.
Pierce	Tacoma	Aug. 5, 1895	H. R. Cox	——— ———
San Juan	Friday Harbor	June 24, 1895	T. L. Dyer	P. A. Getz, F. E. Pattison, C. A. Williams.
Skagit	Mt. Vernon	Sept. 3, 1895	W. B. Davis	R. S. Bingham and others.
Skamania	Mt. Pleasant	Aug. 6, 1895	Frank Marble	County teachers.
Snohomish	Snohomish	Sept. 3, 1895	H. J. Langfitt	J. W. Heston, R. E. Friars, F. K. Sears.
Spokane	Spokane	Oct. 2, 1895	D. Bemis	J. B. Walker, Kate B. Reed and others.
Thurston	Olympia	July 15, 1895	T. N. Henry	O. L. Waller, F. B. Hawes and others.
Walla Walla	Walla Walla	Dec. 26, 1895	E. L. Brunton	Merwin Pugh, Mrs. Josephine Preston.
Whatcom	New Whatcom	Jan. 1, 1895	J. M. Hitt	R. S. Bingham, Jno. Hull and others.
Whitman	Colfax	Aug. 5, 1895	A. C. Butcher	J. C. Muerman, S. M. McCroskey and others.
Yakima	North Yakima	Aug. 12, 1895	J. F. Brown	Wm. Heiney, P. A. Getz and others.

SCHEDULE OF TEACHERS' INSTITUTES HELD DURING THE SCHOOL YEAR, 1895-96.

COUNTIES.	*Place and date of beginning.*		*Name of conductor.*	*Names of instructors.*
	Place.	Date.		
Adams	Ritzville	Aug. 31, 1896	J. W. Emmert	——— ———
Asotin	Asotin	July 13, 1896	D. S. Jennings	C. W. Bean, E. V. Kuykendall and others.
Chehalis	Montesano	Aug. 10, 1896	J. A. Hutcheson	J. H. Morgan, R. B. Bryan and others.
Clallam	Port Angeles	May 18, 1896	Ella L. Guptill	C. W. Bean, O. A. Tiffany and others.
Douglas	Waterville	June 24, 1896	W. B. Turner	C. W. Bean, C. C. Hammerly and others.
Jefferson	Port Townsend	Mar. 2, 1896	U. G. Edwards	C. W. Bean and local teachers.
King	Seattle	Dec. 16, 1895	J. M. Layhue	W. W. Parsons, P. A. Getz and others.
Kitsap	Sidney	Aug. 10, 1896	Chas. N. Winger	C. W. Bean and others.
Kittitas	Ellensburg	Sept. 1, 1896	Geo. M. Jenkins	J. F. Brown, R. C. Kerr and others.
Klickitat	Goldendale	June 8, 1896	C. M. Ryman	C. W. Bean and local teachers.
Lewis	Centralia	Mar. 30, 1896	J. E. Lease	C. W. Beers, B. F. Bullard.
Lincoln	Davenport	Mar. 31, 1896	E. F. Elliott	E. A. Bryan, P. A. Getz and others.
Pacific	South Bend	June 1, 1896	E. S. Stevens	Miss E. Howard Jones and others.
Pierce	Tacoma	Aug. 10, 1896	H. R. Cox	——— ———
Skagit	Anacortes	Jan. 2, 1896	J. M. Shields	Teachers of county.
Thurston	Olympia	July 7, 1896	T. N. Henry	Joaquin Miller, Harr Wagner and others.
Walla Walla	Walla Walla	Dec. 26, 1895	E. L. Brunton	Merwin Pugh, Josephine Preston, and others.
Whatcom	New Whatcom	Aug. 17, 1896	Harr Wagner	O. S. Jones, L. Y. Wead, P. A. Getz.
Whitman	Colfax	July 6, 1896	A. C. Butcher	E. A. Bryan, Harr Wagner and others.
Yakima	North Yakima	June 15, 1896	J. F. Brown	J. M. Richardson, W. C. Stone.

NAME OF SCHOOL.	LOCATION.	No. of weeks school was taught during year	No. of teachers employed	No. of students enrolled during year	Average number belonging during year	Rate of tuition charged per month	Total cost of conducting school during year	Under auspices of what denomination school is conducted.	Principal, president or manager.
Catholic Parochial School	New Whatcom	36	2	77	51	Free.	$350	Catholic	J. B. Boulet.
Puget Sound University	Tacoma	38	20	274	200	†$10 to $24 00	10,000	Methodist Epis'l	Crawford R. Thoburn.
Sacred Heart School	Spokane	42	11	316	282	1 00	4,500	Catholic	B. Held.
Holy Rosary	Tacoma	40	3	195	153	50	150	Benedictine F'rs	Sister Alphonsa.
Miller's Business College	Olympia	51	2	102	30	3 to 10 00	160	Non-sectarian	O. L. Miller.
Ahtanum Academy & Business Institute	Ahtanum	36	4	69	35	‡28 00	2,500	Congregational	J. M. Richardson.
St. Patrick's School	Tacoma	40	3	.....	87	Free.	.....	Catholic	Mother M. Thomasina.
Academy of the Holy Names	Seattle	40	8	125	115	†5 to 10 00	.....	Catholic	Sister Mary Alodia.
Spokane Business College and Normal Training School	Spokane	51	4	469	469	5 to 12 00	3,090	Non-sectarian	Jno. R. Cassin.
Seattle Free Kindergarten	Seattle	9	1	75	55	*50 00	.....	Non-sectarian	Sara S. Dewhurst.
Providence Academy	Olympia	42	6	106	80	1 to 2 00	.....	Catholic	Sisters of Charity.
Pacific Lutheran University	Parkland	32	7	88	88	1 40 to 4 00	.....	Evan'l Lutheran	O. Gronsberg.
House of the Good Shepard	Seattle	40	4	95	75	Free.	.....	Catholic	Mother M. Nativity.
Wilson's Modern Business College	Seattle	52	4	521	89	.....	1,228	Non-sectarian	Judson P. Wilson.
Puget Sound Academy	Coupeville	36	3	30	25	3 33	1,800	Congregational	C. E. Newbery.
Academy of the Holy Names	Spokane	40	13	170	140	.....	.....	Catholic	Sister M. Geraldine.
Tacoma Academy	Tacoma	38	2	20	16	75	.....	Non-sectarian	A. P. Powelson.
St. Joseph's Orphanage	Spokane	38	4	95	.....	.....	4,248	Catholic	Sister M. Eugenia.
Grace Seminary	Centralia	36	4	48	20	3 33	450	Baptist	A. M. Brumback.
Walla Walla College	Walla Walla	36	12	238	190	2 to 4 00	12,000	Seventh Day Adv.	E. A. Sutherland.
Seattle Seminary	Seattle	38	6	86	75	2 to 3 33	1,500	Free Methodist	Clark W. Shay.
Acme Business College	Seattle	52	14	650	125	8 00	8,500	Non-sectarian	W. W. DeLong.
Peninsular College	Oysterville	48	4	50	30	5 00	2,000	Non-sectarian	A. B. Gellermann.

†Per term. ‡Per year. *For two years' course.

SUMMARY OF CHANGES RECOMMENDED.

I recommend for the careful consideration of the members of the legislature the following suggested changes in the school laws. They are the result of a careful study of the subjects upon which they bear, and I am convinced that our system would be much improved by their enactment into law.

SCHOOL REVENUES.

1 Make the district the unit for taxation for the greater portion of the school fund.

2. Require each district to raise a certain amount of money per census child within its boundaries, or, if the raising of such a sum would require the levy of too high a rate of tax in any particular district, then require such district to make a levy of a prescribed minimum rate. These conditions to be complied with by every district as a condition of receiving any of the state tax.

3. Levy a state tax and devote the proceeds entirely to the toning down of the inequalities between districts, having due reference in its distribution to the peculiar conditions of weak rural districts and to those conditions in cities which render schools more expensive.

4. Provide sufficient revenue to hold school long enough each year for the average pupil to do a fair year's work.

5. Require every district to provide its own buildings by local taxation, if possible.

SCHOOL TEXT BOOKS.

1. Let the state board of education make an approved list of books for use in the public schools, placing on such list a number of the best series of books and making contracts with the publishers providing for their sale to districts and pupils at specified prices.

2. Authorize districts to purchase and own the text books and to loan them to pupils under rules prescribed by the state board for their proper care and safe return. All books purchased by districts to be selected from the list approved by the board.

3. Let the state board of education designate a single uniform

series of books whose use shall be compulsory in all districts which do not own their books.

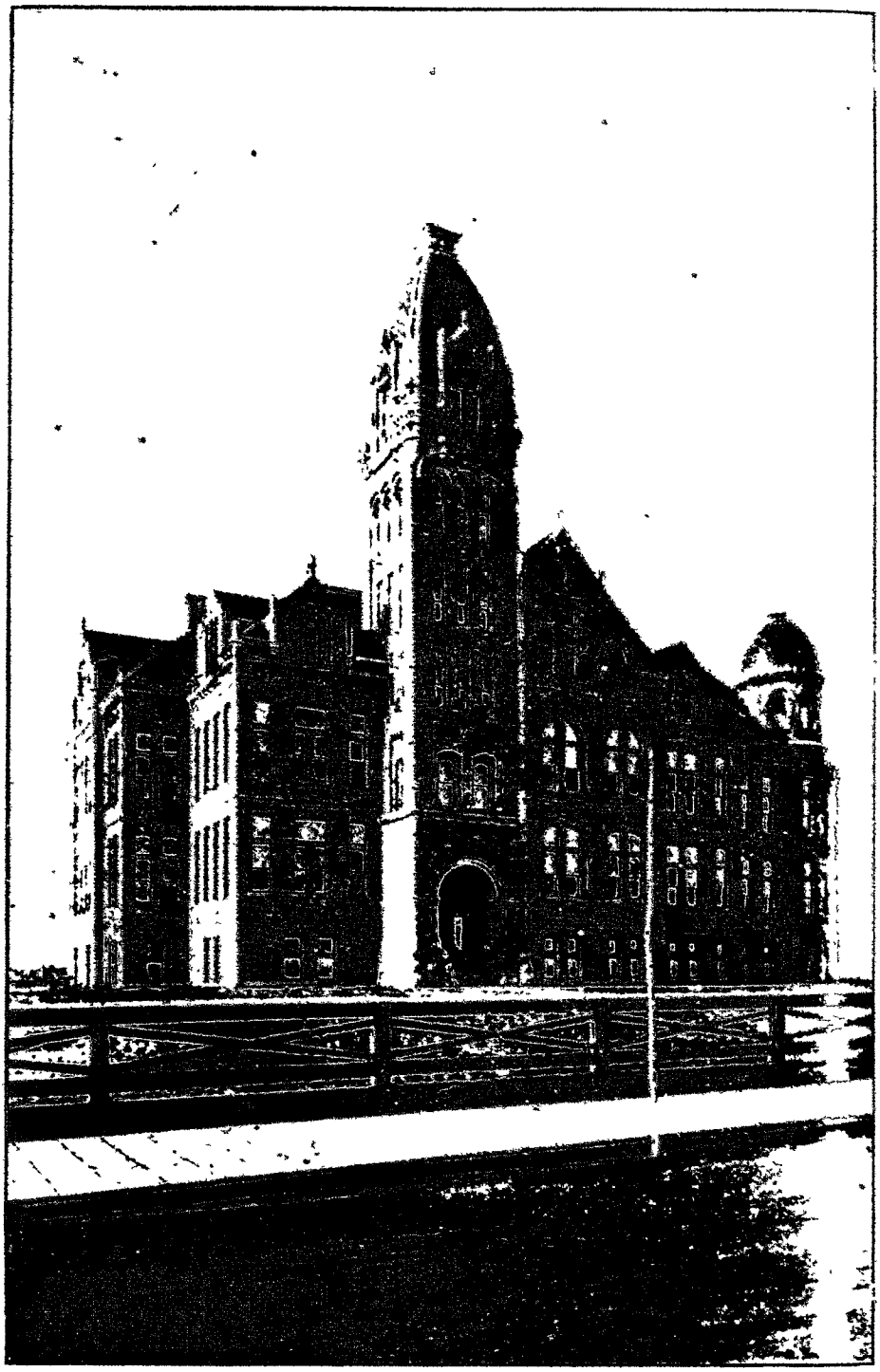
MISCELLANEOUS.

1. Pass a law requiring a sufficient educational qualification for holding the office of county superintendent.

2. Amend the examination law so as to collect a small fee from each applicant for a county certificate of any grade, and place the money so collected in a special fund for defraying the expenses of the county institute.

3. Prohibit the formation of school districts with fewer than a specified number of census children permanently residing therein.

4. Abolish the county examining board in counties employing less than thirty teachers, requiring the county superintendent to conduct the examination alone.



STATE NORMAL SCHOOL, ELLENSBURG.

REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, WITH SUGGESTIONS AND RECOMMENDATIONS.

REMARKS ON THE STATISTICAL EXHIBIT.

In presenting this, my second biennial report of the educational conditions and needs of the state, it is with regret that I am compelled to refer to some conditions, as anticipated in my last report, which are far from encouraging. In addition to the fact that financial conditions everywhere have been depressing, thus preventing that progress in educational work that would otherwise have been witnessed, we are forced to meet a local condition in this state which deranges seriously any attempted exhibit of educational interests dependent upon finances. This condition is produced by the transition from the old to the new revenue system. Previously the largest part of the school money in this state was raised by county and school district taxes; but in 1895 the legislature changed to the system of furnishing the larger part by state taxation. In the first year of the present biennium we operated entirely under the old law, while in the last year we have been under the new system during the last part of the period. Not only has the new revenue system wrought a change in the source from whence the money is derived, but it has also changed the time at which taxes fall due and changed from an annual to a semi-annual period of payment of taxes. These facts render unreliable very many comparisons, both between the two years of the biennium and between the present biennium and the last.

Within the last two years the total receipts, as exhibited by the reports of the county treasurers, have fallen off $126,526.98, while the total expenditures have diminished $93,741.34. This notwithstanding the fact that the school population has increased 5,403, the average daily attendance 4,813 and the number of school districts 96. In the same period the bonded debt has increased $648,868, and the floating debt $163,661.09. A decrease is shown in the estimated value of school houses and grounds of $211,059,

and in the amount paid out during the last year for sites, buildings, furniture, apparatus and libraries of $234,593.54. There has been a decrease in the average length of the school term of seven-tenths of a month, and a decrease of $6.89 per month in the wages of male teachers and $7.94 in those of females.

Partly by reason of the financial stringency and partly in anticipation of the revenue to be derived from the state tax, the county levies have dropped about $200,000 and the special district levies have been decreased $150,000.

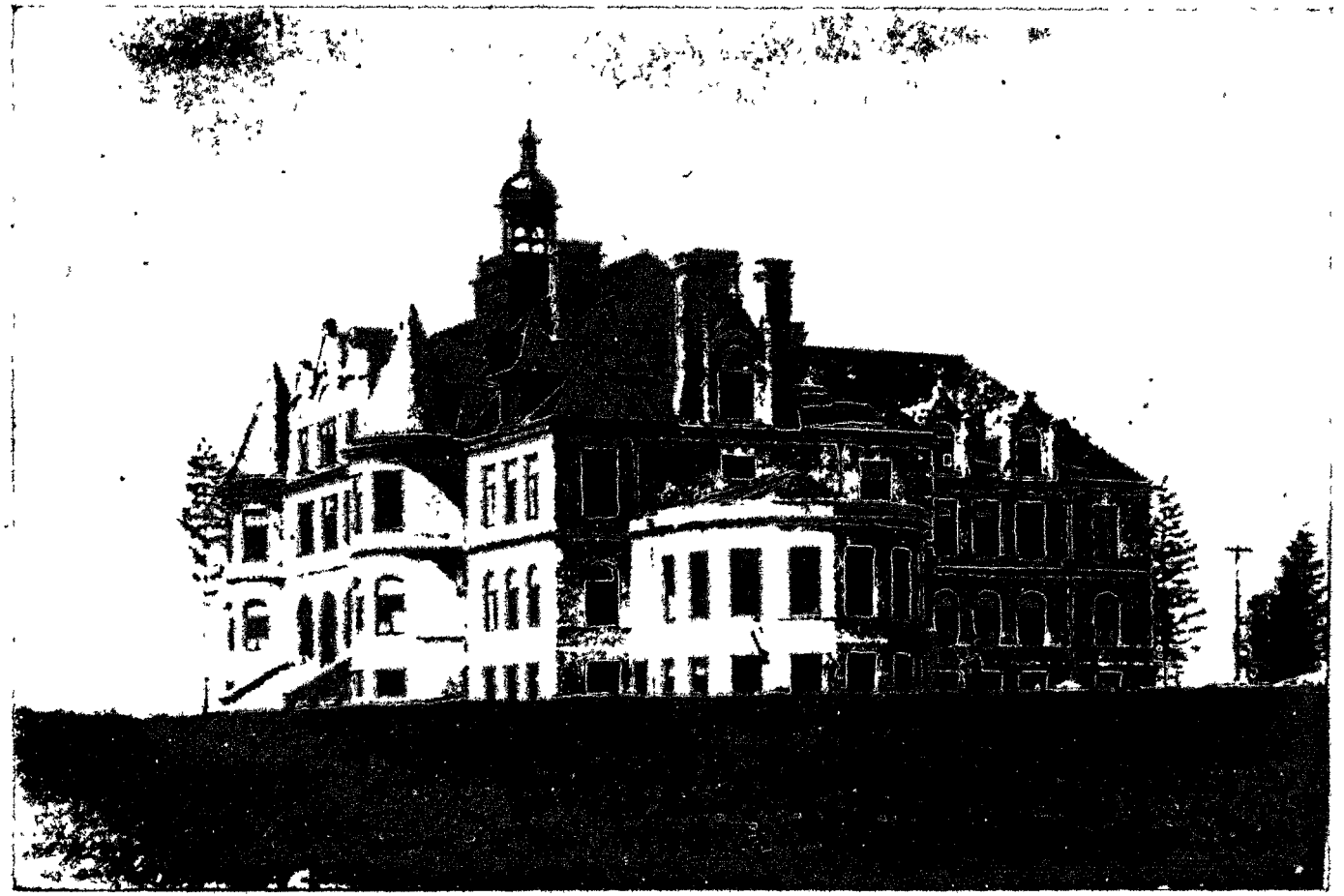
These showings upon the face of the exhibit would be very discouraging indeed, were it not that other facts, which can not be made to appear in the exhibit, operate to offset in a great measure some of the unfavorable statements made above. The school year closes on the 30th day of June, and the statistics in the exhibit are of that date. The new revenue law provides that one-half of the taxes are payable May 31, and the remainder November 30. Formerly all the taxes were due within the school year. Thus it is seen that while the schools reported herein were all taught within the school year, the deferred one-half of the taxes have not yet been distributed to the districts, and outstanding warrants to that amount appear as indebtedness. In fact, but little ($10,155.03) of the tax levied by the state in 1895 for the support of the schools appears in this report. The first half of the tax was not due till May 31, and only such amounts as were paid to the county treasurers some time before they were due found their way to the state treasury in time for the regular quarterly apportionment of moneys on hand on the first day of April. The next quarterly apportionment could not legally be made till after the first day of July, and thus could not be included in this report which reaches only to the last day of June. Since the first of April $236,448.98 have been apportioned to the counties by this office, nearly all of this being from the first half of the taxes and none of it appearing in this report. This amount entirely extinguishes the apparent increase in the floating indebtedness and makes the exhibit show a *decrease* of $72,278.89, with the last half of the taxes untouched. Again, it must be remembered that this comparison is for the two years of 1894 and 1896. The increase of floating debt from 1894 to 1895 was $253,239.83. This debt was decreased during the year just closed by the sum of $89,578.74 by the figures appearing in this report; when we add the correction mentioned above the decrease

of floating debt in the past year alone, disregarding the last half of the taxes, is $161,857.63. In all this, however, we should not overlook the fact that much of this decrease was produced by changing the floating debt to a bonded debt, as will appear in the large increase in the latter item.

Table No. XI of the statistics for 1896 shows what our schools would have cost last year if we had been out of debt and had paid for all services and materials as the same was furnished. For the items of salaries of teachers, sites, buildings, furniture, apparatus, libraries, rents, repairs, fuel and other incidentals, we should have paid the sum of $1,009,013.58. As a matter of fact the county treasurers paid warrants for these items to the amount of $1,155,939.47, thus taking up outstanding warrants to the amount of $146,925.87.

With an increase of the school census of 4.69 per cent. there has been a decrease in the enrollment of .03 per cent. This condition is doubtless due to inability to purchase books and clothing. It can not be attributed to a lack of efficiency on the part of the schools, for of those who have been enrolled in the schools at all the average daily attendance has increased 3.2 per cent. The increase in the estimated value of school furniture and apparatus indicates that the patrons of the schools have not yet felt reduced to the extremity of asking teachers to do efficient work without proper equipment.

Upon the whole, the past biennium has been marked by a very decided disposition to retrench wherever possible to do so without too seriously crippling the schools. It is very unfortunate, however, that it has been thought necessary to reduce the average length of our already ridiculously short annual term, and the reduction of teachers' wages is an economic move of exceedingly doubtful value. It has already resulted in the loss to the state of a large number of well trained, progressive teachers, and the effect of this loss upon the schools is very noticeable in many places. Amidst all these discouragements, however, both patrons and teachers are loyal to the cause and determined to spare no labor and shun no sacrifice to maintain as high a degree of efficiency in the schools as the conditions will permit.



UNIVERSITY OF WASHINGTON, SEATTLE.
(Cut loaned by *Pacific Ware.*)

STATE INSTITUTIONS OF LEARNING.

THE UNIVERSITY OF WASHINGTON.

The biennium just closing marks an epoch in the history of our state university. From the position of a weakling struggling for existence against odds and timidly asking support from the legislature mainly on the plea that the state must preserve its existence as a nucleus about which to gather the elements of which a university might some day be made, it has come to assume the attitude of a benefactor whose services all appreciate and whose influence for good the state can not afford to lose or diminish. Within the last two years, by reason of the liberal consideration accorded the institution by the legislature, and also by reason of the foresight and enthusiasm of the board of regents, it has made such progress as challenges the admiration of all lovers of human advancement. From an insignificant, though formerly very serviceable building in a small campus it has moved into a magnificent structure on a sightly eminence near the center of a campus of half a section commanding a view whose sweep includes some of the most magnificent scenery to be found in the northwest.

Department after department has been added and the existing departments have been enlarged in the courses offered, until its curriculum and equipment now compares quite favorable with those of many older schools. The faculty has been enlarged by the addition of quite a number of men eminent in scholarship and commanding in influence. It has been the good fortune of the institution to secure as its president a scholar whom the scientists of two worlds honor in the person of Dr. Mark W. Harrington. His name is a tower of strength and his influence is already felt throughout every part of the state as an uplifting and assuring educational force.

Much has been done within the two years past in the way of bringing the university into close and helpful touch with the various preparatory and high schools in the state, and the institution is now far on the way towards becoming what a state university should aspire to be—the capstone of the pillar of its educational system.

It is to be hoped that the legislature may see the wisdom of a liberal appropriation for the continuance of this well-begun work, since money spent for the purpose of making intelligent citizens of our young men is far more satisfactory in its results than that spent in after years in apprehending and punishing the criminals into which they will develop if neglected.

STATE AGRICULTURAL COLLEGE AND SCHOOL OF SCIENCE.

It is with great pleasure that I am able to report this institution as firmly entrenched in the affections of the people of the state. Under its present able management it has largely increased its facilities for preparing students for those fields of labor requiring ripe scholarship and culture, as well as for the gainful occupations which require a training of both mind and hand in special lines. The present prosperous condition of the institution is due not more to the caution, intelligence and faithfulness of its able board of regents than to the genial, helpful personality of its able president, Prof. Enoch A. Bryan.

It is the special function of this school to fit young men and women for the intelligent pursuit of those trades and vocations of life which promise real success only in the degree in which the individual following them combines knowledge, skill and intelligence in his efforts. While giving its attention mainly to thoroughness in specialties, the institution by no means neglects that broader culture so essential to a proper mental equipoise.

Since my last report was presented the curriculum has been enlarged by the addition of (1) a school of pharmacy, (2) a school of dairying, (3) a school of farming. In addition, the department of mining engineering has been enlarged to include courses in mining and metallurgy as required by the state law.

The winter school for farmers, a short course of practical lectures to actual farmers and fruit growers, is one of the many very popular features of the institution. These lectures are delivered in mid-winter when farmers have leisure to attend. Last winter the enrollment in this course reached 241, and those who took the course are enthusiastic over the approach of the winter lecture season.

While this college is provided for mainly by the federal government, yet there is certain very necessary work for which the federal appropriation can not be used and for which a state appropriation

is necessary. I recommend these interests to the careful consideration of the legislature, feeling sure that their neglect would prove a serious blow to the prosperity of this excellent institution.

THE STATE NORMAL SCHOOLS.

As will be seen in the exhibit given elsewhere in this report, our two normal schools have been well attended during the biennium just closed. Not only has the attendance been good, but the work done at both schools has been of a character of which any state may well feel proud.

The course of study has been twice amended by the general board since my last report, and each alteration has been in the line of changing the work from the academic character which was at first found necessary to a more strictly professional character.

The faculties of both schools have been enlarged by the addition of teachers skilled in the particular work assigned to each.

Extensive improvements have been made in the building and grounds of the Ellensburg school and its equipment has been materially bettered. A visit to this school will convince the most skeptical that money economically applied to the training of teachers for our public schools is an investment of whose wisdom there can no longer be any question.

The trustees of the Cheney school have erected a magnificent building, which is a model of cheapness, architectural beauty and adaptation to its purpose. Probably no better building for the money has ever been erected in the state.

The appropriation for a building at New Whatcom is being carefully expended by the trustees with the result of erecting a structure that does credit alike to the board and all connected with its design and construction.

No more serious educational problem confronts the state than that of furnishing for our public schools teachers who shall possess that knowledge, skill and culture which is necessary for the satisfactory accomplishment of the task in hand. The neglect of the proper training of its youth for two or three generations is sufficient to degrade a nation from enlightenment to a condition more hopeless than barbarism — more hopeless because the habits of a race or an individual who is deteriorating are much more difficult to change for the better than are those of one who has never known enlightenment but is advancing. It is too late in the century to

attempt to answer the demand for trained teachers by asserting that there is no science of education. He who does so is lagging in the procession. Even those who contend that teaching is not a science rarely attempt to controvert the statement that it is the most important of all arts, and requires years of faithful study and careful practice as a condition of intelligent success. Furthermore, the most effective teaching is done through an unconscious influence which can emanate only from a cultured character habituated by patient training and long experience to the teaching attitude. As there is a "receptive" or "learning attitude" of the mind, so there is a "teaching attitude," and the latter is in no small degree a matter of contagion, so to speak, by association with real teachers. This association, moreover, is never so effective as when the individuals sustain to each other the relation of teacher and pupil.

It is a false economy on the part of any commonwealth that fails to make ample provisions for the effectual training of its public school teachers. I recommend, therefore, that ample appropriations be made by the legislature for the maintenance of the schools at Ellenbsuurg and Cheney, and also that adequate provision be made for the opening, organization and maintenance of the school established at New Whatcom. When all these schools are in operation we shall still be compelled to employ many untrained teachers in our schools.

STATE REFORM SCHOOL AND SCHOOL FOR DEFECTIVE YOUTH.

These two schools, the former at Chehalis and the latter at Vancouver, have maintained their well-merited reputation of being models of their respective classes of schools. Both are celebrated for their conscientious and economic management and effective work.

Some improvements have been made at the school for defective youth in the way of beautifying the grounds and thus rendering the place more attractive, interesting and instructive in its exterior. The wisdom of these changes is shown by the greater interest in home and home influences thus aroused in the pupils. The one great obstacle to the complete success of this school is the false pride of parents and relatives of the unfortunate children scattered here and there over the state, which prompts them to conceal the defects of the children rather than accept the provisions made by the state for their education and care. Such concealment is the most heart-

less species of cruelty. The law requires school district clerks to report all these cases to their respective county superintendents at the time of making the regular annual report. The superintendent is then required to report to the director of the school. These officers upon whom is placed this important duty too frequently fail entirely or make a partial and unsatisfactory report. It would be wise to provide some specific penalty for failure to make these reports. The negligence of a public officer, sworn to perform all his duties, should not operate to cheat these helpless children out of their right to such education and care as the state has provided for them.

Some valuable and necessary improvements have been made in the premises and grounds of the reform school since my last report —the most important being the erection of a good barn—and this school still continues to be an excellent training place where those youth whom nature has neglected or vice has blighted may be brought to know and cherish better ideals and be trained to earn a living by honorable pursuits.

These two institutions have a custom of returning to the state treasury a large part of the appropriation granted them, thus showing an unusual capacity for economic management. They should both be liberally provided for that our unfortunate youth may not lack for proper care, instruction and discipline.

UNIFORM COURSE OF STUDY.

For many years we have had a uniform course of study for all our ungraded schools, though its practical enforcement has been neglected in very many instances. This neglect has arisen in most cases from a lack of executive force on the part of the county superintendents. In several counties it is quite well enforced, and in nearly all of them an earnest attempt has been made.

In 1893 the state board of education prepared a teachers' manual containing a course of study, rules and helpful suggestions. This manual has received most favorable notice from a large number of prominent educational workers throughout the country, being quite frequently referred to as the best extant. It has been made the basis of a like manual and course by quite a number of boards and superintendents, and has been in great demand by educators studying the problem of grading rural schools. The adoption of a new series of text books necessitated some slight changes in the manual, and these were published in the form of a supplement during the present year. The board of education adopted a course of study for the high schools of the state, and printed the same in the supplement to the teachers' manual.

While the course of study provided for ungraded schools is not applicable in its entirety to schools in our cities, yet it is used in nearly all the cities, either entirely or as a basis supplemented by such additional work as the conditions may require. It has been the aim of the board in preparing these courses to leave them sufficiently pliable by the insertion of options, and yet to secure most of the benefits arising from uniformity.

STATE UNIFORMITY OF TEXT BOOKS—ADOPTIONS.

Twenty years ago the legislature of the Territory of Washington passed a law requiring the adoption of a single uniform series of text books for use in all the public schools, and that system of selecting books still prevails.

In defense of state uniformity of text books the following arguments are advanced: (1) It secures cheap books; (2) it obviates

the necessity of purchasing new books when pupils move from one school to another; (3) it secures uniform results; (4) it provides for competent judges in making selections. The third argument cited carries no weight as applied to conditions in this state, since as much uniformity of results as is desirable can be secured by a uniform course of study and uniform examination questions, both of which are provided for by our laws. The other arguments are valid and entitled to great weight in consideration of the present conditions in our state. It is sometimes said in answer to (1) that publishers will sell books as cheaply to a school district direct as they will through a contract with a state. Our experience in the last adoption of books disproves this. The unsettled condition of the inhabitants of a new state like ours renders (2) a very strong argument for uniformity. It would be rendered completely nugatory, however, by the enactment of a law providing for district ownership and free use of books. Arguments numbered (1) and (4) would still remain valid. The latter has much more weight in this new state than it has in older communities. Very few members of rural school boards make any pretense to ability to decide between a good text book and a poor one. In fact no one but a practical teacher who keeps abreast of educational progress is competent to make the choice. If left to the average teacher in our rural schools, the result would not be satisfactory. It is true that competent principals and superintendents in our cities may justly feel that their prerogatives are somewhat curtailed by a law constituting some one else—no matter how able—the judge of what tools such teachers must use. Objections to selected books come less frequently, however, from this class of teachers than from others less competent.

All these objections can, in my judgment, be largely overcome by the enactment of a law providing for—

1. The designation by the state board of education of a number of good series of books whose use would be legal.

2. Optional district purchase and ownership of books, they to be loaned to pupils. All books purchased by districts to be chosen from the list adopted by the state board.

3. The designation by the state board of a single uniform series whose use would be compulsory in case a district did not own its books.

4. The removal from the adopted list of any books whose pub-

lishers directly or indirectly press them upon boards or teachers for adoption.

The law passed by the last legislature provided for the adoption of a single uniform series of books. It also limited the board of education in its choice of books to such as were offered at a reduction of not less than one-third from the price of the books formerly used. This last provision gave the board no end of trouble and entirely prevented the adoption of any high school books. Had a reduction of 25 per cent. only been required, or no reduction at all, a good list of books for all grades could have been selected and a saving equally large effected. The wise provision for rejecting bids and receiving new bids within ten days enabled the board to secure through competition a reduction somewhat greater than the required one-third on primary and grammar school books, and by combining books in the same binding and dropping some that were unnecessary, the board secured a series of books far better, as a series, than those displaced, and at a reduction of 40 per cent. in price. The saving thus made in the five years for which the contract runs will amount to more than $200,000. The same saving, however, would have been secured by competition alone; and had the board been permitted to accept offers on high school books at the best figures they could obtain, we would now be purchasing such books fully one-fourth cheaper than at present. In their zeal to legislate the prices of books down the legislature overreached itself, and the result is that while the reduction compelled by law was not at all necessary in securing lower grade books at our present low prices, it prevented any selection of high school books and forced pupils to go into the market and pay the regular retail price by reason of the state's having no contract with publishers for high school books.

Among the interesting bits of information brought to the light in our attempt to secure cheaper books, was the fact that nearly all the best school books made in the United States are contracted in different cities of the union in such way as to bind the publishers to reduce the price of the books to those cities where they are so contracted if they sell them at a lower price in any other place. On this account many of the best books were offered only in abridged forms or inferior binding, the publishers claiming — not that they could not sell us the original book on our terms at a profit — but that on account of their contracts elsewhere they

would lose much more by the enforced reduction of price in the other states and cities than the profits on the entire contract for this small state would amount to. An inquiry made by this office brought the information that not fewer than thirty-five large cities have such a provision in their contracts with publishers. These contracts are expiring at different times and many of them are being renewed as they expire with the same pernicious provision as to reduction of price. Thus it appears that what was doubtless intended as a protection to themselves by those cities, must ever operate to prevent the reduction of the prices of these books unless action is taken in concert to annul those provisions of the contracts. A few states have a law compelling the insertion of the provision referred to in every contract made by a town or city with publishers of text books.

FREE TEXT BOOKS.

When our ancestors, consecrated to the cause of freedom, pierced the confines of an unknown and seemingly inhospitable continent and, with a foresight which in the light of later developments seems divine, founded this republic, they planted in the virgin soil of this new garden of liberty a germ which was destined to develop under the ordinary laws of growth into the ripened fruit of a system of universal and absolutely free education. Let the proposition of a free government for and by a free people be stated and there comes irresistibly into the mind, as a logical corollary, the conception of a system of absolutely free schools. It needs no demonstration; the mind cannot escape it.

But what does a system of free schools include? An answer to this question which would have satisfied the public conscience twenty-five years ago would not suffice to-day, and, however satisfactory at that time, would have been heresy a decade previous. Nor can it be said that all the states of the union, or even all communities in the same state, have the same notion to-day of what constitutes a free school. About sixteen millions of the school children of our nation are supposed to be privileged to attend a free school when they are furnished with a school house, a teacher, furniture, heating apparatus, fuel, apparatus for instruction and a few small accessories, such as crayon, erasers, brooms and the like—all paid for by the public and accessible to every child residing within the boundaries of the town or district and of such age as to render instruction practicable. In many places a library for reference and general reading is considered necessary in addition to the above equipment. About four millions of the school children of our country are privileged to attend schools where they may be supplied with free text books in addition to what has been mentioned above. It is in the interest of the other sixteen millions that I would speak.

The arguments for and against the free text book are old, and they have appeared in a form more or less complete in quite a number of addresses and reports to educational bodies within the

last few years. A very brief summary of them is here offered, however, for the sake of rendering the treatment of the topic more complete and of placing some of the objections to the system in a position to receive the full light of the accompanying statistics. The usual arguments advanced by the friends of the system are as follows:

1. *Free text books make the schools really free.* It may be taken for granted that we are unreservedly committed to the policy of free schools; and should we be once convinced that free books are a necessary and logical part of a free school system, we would no longer withhold our approval. The contention is that the text books are the necessary tools with which the pupil and the teacher do their work, and that it is as illogical to employ a man to work in a factory or on a farm and compel him to furnish all the tools and machinery he may need to use, as it is to send a child to school — even compel him to go — to develop himself into an intelligent defender of your liberties and mine, and yet require him to furnish the tools which are necessary to secure that development. If it be urged that the child reaps the largest share of benefit from his own development, the reply is that the public is not interested in the amount of benefit or pleasure the child may incidentally receive from his education. The public educates him in its own defense. It is solely on this ground that the state has any right to compel his attendance or to levy a tax for any portion of his education. Hon. J. P. Wickersham, to whom the free schools of America owe as much as to any other man, wrote on this subject as follows:

"From the standpoint of a free school system no line can be drawn that will place text books on the one side to be purchased by private individuals, and all else belonging to the school on the other, to be bought and paid for by the public. The child needs a book with which to prepare his lesson about as much as he needs a seat to sit upon, or a map or blackboard to aid him in his studies. The principle upon which free school systems are based absolutely demands free text books. The logic of the case is without a break."

2. *With free books the work may proceed promptly at the opening of school.* Under the system of individual ownership, every teacher in rural schools knows that in many cases a fortnight will elapse from the opening of school or the promotion or organization of a class before a sufficient number of the pupils will have secured books to allow the work to begin. Not a single recitation need be lost on this account if books are free.

3. *Free books increase attendance.* In Massachusetts it is estimated that the attendance has been thus increased ten per cent. All of the states that have adopted the plan report a marked increase in the attendance, particularly in the higher grades.

4. *It makes books cheaper.* A district or township board can supply all the schools under their care with books at the wholesale rate, modified by transportation and the usual discounts, while the individual pupil must pay the regular retail price. It is in the longer use of books, however, that the principal saving occurs. Under the system of individual ownership very many books are completed and taken home to be laid away in a condition which would admit of several years' additional service. With district ownership they would remain in use till worn out.

5. *It trains pupils to appreciate and care for public property.* This is a lesson of great value, and if the contention is really true it constitutes a strong argument for free books. In a very few cases it is claimed that the books are not so well cared for; but in a large majority of cases the opposite is claimed as the result. The difference in the experience of schools is doubtless due to a difference in the manner of placing the responsibility for the care of the books and in the degree of strictness with which regulations providing for their protection are enforced. Where proper rules are prescribed and enforced, the result is better care than the average child voluntarily bestows upon his own property, and more careful usage than the average teacher secures with individual ownership when she feels no burden of personal financial responsibility. The manner of placing the responsibility upon the pupil and of his accounting for the trust, so closely resembles the method adopted with public officers, administrators and the like, that it would seem to be a most excellent training for these positions of responsibility.

6. *It assists greatly in the solution of the problem of compulsory attendance.* An honest and determined attempt to enforce the attendance of children at the schools has, in almost every case, resulted in the adoption of free books. It always demonstrates the fact that with them compulsory attendance is possible; without them it is not.

7. *It prolongs the school life of very many pupils.* That a pupil in the high school or upper grammar grades, on being promoted to a higher class, should suddenly find it necessary to stop coming to school for some alleged reason that seems quite trivial,

is an occurrence familiar to every teacher in those grades. A careful inquiry will in most such cases reveal the fact that the real cause of the absence is inability to purchase the new books made necessary by the promotion. The report from Vermont asserts that the result of free books in that state is "that the poorer people can send their children to school a year longer than they could when the burden of buying text books rested on them individually."

8. *It solves the problem of uniformity of text books.* That all pupils in the same class should be supplied with the same text is a proposition rarely disputed; and in fact it is desirable that an entire school should have the same series of books. For many reasons uniformity may properly be extended to an entire township or even a county, and advocates of uniformity over an entire state, under some circumstances, are not wanting. With free books it matters not from what place a pupil comes on entering the school, he will not be compelled to buy a new set of books. Thus the question of district, county or state uniformity is left to be settled on other than economic grounds and for this reason loses its interest to many persons.

9. *It removes caste distinctions by placing the children of the rich and those of the poor upon the same level.* All are offered the same opportunities by the same public, and no poor child need be at a disadvantage in the struggle for school honors by reason of inability to purchase the books necessary for his preparation. Many of the states have made an illogical and abortive attempt to remedy this difficulty by providing free books for indigent pupils only. In such cases a certificate or oath must be filed by some one—usually the parent—setting forth the fact of indigency. It does not appear by what rightful authority the state may compel a man to send his child to school to be educated in order that the state may not suffer from its ignorance, and at the same time compel that parent to suffer the ignominy of being publicly listed as a pauper in order that the state may be thus protected. Superintendent Patterson, of New Hampshire, says on this point:

"But we are told that books are now free to the poor. Yes, and so is the county farm; but they decline your charity, and I am glad of it. * * * A child should not be punished for his poverty in a democratic system of education. To humiliate the scholars at every grade of their progress is a poor way to build up a manly and womanly character, fitted for the responsibilities of a free citizenship."

The opponents of free text books usually offer the following objections:

1. *Pupils do not care for the books as they would for their own.* This seems a natural conclusion. We observe that adults do not always take good care of public property, and we conclude that children would certainly not be more careful. But this is the conclusion of those who have theorized about free books, not of those who have tried them. In a large majority of cases in which I have made inquiry, the testimony favors the opposite view.

2. *The pupils do not value the books because they are free.* It is urged that a pupil must feel that the possession of a book has cost his parent or himself some sacrifice, in order that he may appreciate it and make the most of its use. This argument may be used with equal force against the entire free school system. It would require a parent to contribute to the building of the school house in order that he might appreciate it, to pay a tuition charge in order that he might value the instruction, and to furnish a portion of the fuel so that he might enjoy the fire.

3. *It cultivates a spirit of dependence.* It is urged that if a pupil is furnished school books free he is thereby trained to depend upon the public to take care of him, and is thus liable to become a public charge instead of a valuable, progressive citizen. Here again the conclusions that may be drawn are so sweeping as to convince us that the premise is faulty. All is free except the books, and these are as necessary for the education of the child as is the fuel and the teacher. The conclusion is unavoidable, if the premise is correct, that free schools make pupils helpless and dependent.

4. *Free books deprive pupils of the pleasure of ownership and compel them to give up their old books with their pleasant associations.* There are so many things that a child may own, and in the possession of which he may exercise his instinct for proprietorship, that instead of adding to this list for this purpose, it would seem eminently proper to reserve some one article of constant use with which to train him in the care of property to which he does not sustain the relation of owner except in the general sense in which he is a part of the — to him otherwise mythical — public. As to the desirability of keeping one's old school books on account of their pleasant memories, it is sufficient to say that pupils who cherish such sentiments might be privileged to buy their books on

completing them or on leaving school. I apprehend that very few would be bought.

5. *School books are, in many instances, the only books in the family library, and if their purchase is not made compulsory the family will have no books at all.* The force of this argument is broken when we consider the fact that in a home where there are nothing but school books, in this day of abundance of reading matter, the school books themselves are usually unread. If the desire for reading is not present school text books will rarely engender it; if it does exist, the money saved by dispensing with the annual purchase of school books will furnish an ample supply of general reading matter.

6. *It increases the facilites for disseminating contagious diseases.* There can be no doubt that tuberculosis, scarlet fever, diphtheria, and possibly some other diseases, may be easily disseminated by the careless use of free books. I have not been able to find any records or data of any nature from which any safe deductions could be made as to just how much this liability is increased, as a matter of fact, by the use of free books. It is a significant fact, however, that one of our largest cities has had free school books for more than three-quarters of a century and still maintains an excellent reputation as a healthy city. The liability to spread the disease is no doubt fully offset by the increased facilities for checking it by the prompt disinfection or destruction of suspected books when they are owned by the district or town.

8. *Free books tend toward socialism. Why not free clothes and free food also?* This argument is the main dependence of quite a large class of thoughtful, conservative people who hold to a theory of social economics with which, in their judgment, free books seem to conflict. To my mind, the line of demarkation between free school books and free physical supplies is perfectly distinct and easily traced. Our theory of government recognizes the home as an important factor in our system of civilization and leaves to it certain duties with reference to the child. The state will not interfere with the ordinary *regime* of the home so far as it relates to the child's physical well-being and his religious training. She asks not whether the child be robust, or feeble; whether he believes in predestination, or free choice. However important these questions may appear to the parent, he is left by the state to worry over them alone. But if the child does live, when he arrives at a proper age, the

state steps in and demands that for *her* perpetuity he shall be given a certain amount of intellectual development and shall be trained to certain moral habits. These ends the state aims to accomplish by her system of free schools. If the parent allows the child to die from lack of physical necessities, the obligation of the state to educate him terminates, and she will ask no questions so far as her educational interests are concerned. In the name of justice and humanity, she may inquire whether the parent has been guilty of criminal neglect or abuse of the child, but the inquiry is in no wise related to her educational policy. The child's food and clothing, being necessary for his physical existence and well-being, must be furnished by some one *in loco parentis*; but the school books he uses are a part of the means the state provides, or should provide, for his proper education.

But education may be viewed from the standpoint of the child also. To him its most important phase is, perhaps, that of utility; it furnishes him the means of obtaining a subsistence. Now, if we furnish food and clothing free, we remove one of the strongest incentives to obtain an education, and thus thwart the end at which we aim. Education is designed to render the child self-provident; and to furnish physical supplies, and train him to expect this to continue, is to defeat the aim of education and foster dependence.

The foregoing arguments will suffice for those who are given to *a priori* speculations, but the statistics which follow are commended to those who insist upon demonstration by actual experiment.

The states which by law compel every town or district to furnish to all pupils the free use of all text books and all supplies of whatever nature needed in their school work are, Vermont, New Hampshire, Massachusetts, Rhode Island, New Jersey, Pennsylvania and Nebraska. Those making free *books* only compulsory are, Maine, Delaware and Idaho.

Those which leave it optional with the towns or districts to furnish free books are, Connecticut, New York, District of Columbia, Ohio, Wisconsin, Michigan, Minnesota, North Dakota, South Dakota and Colorado. In most cases the optional law was first enacted, and after a period of trial in several towns or districts the merits of the system became so apparent as to result in a change to the compulsory form. Many of the states of the extreme east have reached the second stage, and the optional phase is rapidly gaining ground in the Mississippi valley states and further west.

A short time ago I addressed inquiries to all cities in the United States having a population of 10,000 or over, with a view of learning something definite as to the practical workings of the free book system. The principal questions were as follows:

1. "Has your city ever tried free school books or supplies?"
2. "If so, for how long; and was the plan entirely satisfactory?"
3. "What is the average annual cost for books per pupil enrolled?"
4. "Does this include high schools?"
5. "How long, on an average, do books last?"
6. "What, in your judgment, is the *best* plan of furnishing books to pupils?"

These inquiries were sent to about 350 cities, and replies were received from 260. Of these, 115 have free books, and five more will introduce them very soon. Eighty-five report all supplies, such as pens, ink, pencils, paper and the like, free.

In the far west, we are inclined to look upon the free book plan as an experiment; but the following answers seem to place it far beyond the stage of tentation: Saratoga, N. Y., Wilmington, Del., Baltimore, Md., and Omaha, Neb., have had free books for 10 years. Twenty-seven cities in Massachusetts report having had them 10 to 12 years—in fact, a state law has made free books compulsory since 1884. Concord, N. H., has been supplied with free books for 12 years; La Crosse, Wis., 13 years; Woonsocket, R. I., and Beatrice, Neb., 15 years; Auburn, Me., Jersey City, N. J., and Ithaca and Yonkers, N. Y., 20 years; Chester, Pa., 25 years; Hoboken, N. J., 28 years; Elizabeth and Newark, N. J., 40 years; Patterson, 46 years; New York City, 63 years; Philadelphia, 78 years. The superintendents in a few other cities answered this question by saying, "Ever since the city was incorporated," or "Ever since I can remember."

It would seem that the average of the results of a trial in so many different places and for such long periods of time should be fairly reliable.

Of the 115 cities having free books, 99 answered my question "Is the plan entirely satisfactory?" Of these, 91 said it was *entirely* so; 7 said *not* entirely, but better than the old plan; and 1 said it was not at all satisfactory.

Of these superintendents or chairmen of boards, 186 expressed a preference for a plan of furnishing books to pupils, 152 of whom preferred free books, and the remaining 34 favored individual ownership. Of the 152 who favored free books, 3 thought they should

be furnished by the state, 1 thought they should be given to the pupils outright, 1 thought they should be given to them on leaving school, and 147 thought they should be owned by the town or district and loaned to the pupils.

Eighty-seven of these cities report the time books will last. The average of these reports shows that books in the high school will last 5.7 years, while below the high school they will last 3.6 years.

The average cost of books alone, below the high school, is 50 cents per pupil per annum; including the high school it is 80 cents. The average cost of books and all supplies, including the high school, is $1.05. This last item is the average of 54 cities.

Three cities were found which own their books and rent them to pupils. Only one of these reported the rental charged, which is $2 per year in the primary, $5 in the grammar grades and $10 in the high school.

Not a single instance was reported where, after a fair trial of the free book system, it had been abandoned, or where any pronounced opposition to it had developed. When we consider the great advantages of the system, and especially the well-nigh unanimous endorsement with which it has met where tried, it seems proper that the voice of every friend of public education should be lifted in its favor and that the clamor should not be allowed to abate until the remaining sixteen millions of our public school children shall have been placed in possession of the boon which is proving such a blessing to their more fortunate brothers and sisters.

REDUCING THE PRICE OF TEXT BOOKS.

The annual school book bill of pupils in the public schools of the United States is estimated at from five to six millions of dollars. This amount seems enormous, and it has attracted the attention of legislators at different times, and different experiments have been made with a view of diminishing the cost of books. These experiments have been mainly of three kinds, viz.:

1. The purchase of books in large quantities by the state, city, town or district.

2. Contracting with publishers to print and bind books for the state, the latter distributing the books when printed.

3. Compilation, manufacture and distribution entirely by state authority.

These three methods, with various modifications of the first and second, have been tried in different places, and each has its advocates. Educators, however, are well-nigh unanimous in opposing the two last.

Most of the states have enacted some provision authorizing or requiring either the state, county, city, town or district to make some arrangement with book publishers whereby books can be secured at special rates. Several states have designated a number of books in each branch as approved for use in the state, and entered into an agreement with the publishers that none but the approved books should be used in the state, in consideration of which special prices have been named at which pupils in the state might purchase the books. Other states, our own among the number, have gone to the extreme of designating a single series for exclusive use in all the public schools in the state, with a view to getting low prices thereby. Two states, Minnesota and Indiana, have tried the plan of contracting with publishers to manufacture a special series for them at a price agreed upon. The former state abandoned the plan as soon as her contract expired, but Indiana is still securing her books by this method. One state, California, owns her own plant and compiles and manufactures her own books, selling them to pupils at cost. The following table shows the results of the efforts of thirteen different states to cheapen and unify their series of school books:

TABLE SHOWING CONTRACT PRICE OF SCHOOL BOOKS IN DIFFERENT STATES.

STATES.	READER.		ARITHMETIC.		LANGUAGE AND GRAMMAR.		HISTORY.		GEOGRAPHY.		PHYSIOLOGY.		SPELLER.		COPY BOOK.	CIVICS.	
	No. in series.	Price.....	No. in series.	Price.....	No. in series.	Price.....	No. in series.	Price.....	No. in series.	Price.....	No. in series.	Price.....	No. in series.	Price.....	Price each.....	No. in series.	Price.....
Idaho*	5	$1 30	2	$0 93	3	$1 03	1	$0 80	2	$1 48	2	$1 13	1	$0 15	$0 06⅔	1	$0 56
Louisiana	5	2 20	3	1 45	2	1 00	2	1 60	3	2 15	3	2 21	1	20	10	1	1 00
Missouri†	5	1 52	3	89	2	61	1	88	2	1 55	3	1 48	1	16	06	1	64
North Carolina							1	1 00									
	5	2 02	3	1 20	2	1 07	2	1 60	2	1 80	3	98	1	20	08	1	60
Oregon	5	3 00	2	1 00	3	1 65	1	1 00	2	1 90	3	2 00	1	25	08	1	65
Ohio†			2	80												1	66
	5	1 88	2	72					2	1 24			1	15		1	68
	5	1 72	2	87	2	72	1	79	2	1 17	2	1 01	1	19	06⅔	1	54
	5	1 60	2	64	2	81	1	75	2	1 31	3	1 36	1	13	06	1	65
South Carolina													1	25			
													1	20			
	5	2 02	2	95	2	1 00	2	1 60	2	1 80	3	1 70	1	18	08	1	60
Utah																1	90
	5	2 60	2	1 00	2	1 10	1	1 10	2	1 95	3	2 05	1	25	10	1	56
Virginia	5	2 02	2	1 15													
	5	2 11	3	1 30	2	1 07	1	1 00	2	1 80	1	1 00	1	17	08		
Wyoming	5	2 65	2	1 07	3	1 40	1	1 00	2	1 80	3	1 80	1	20	09	1	72
California	4	1 65	2	75	2	80	1	80	2	1 80	1	60	1	30		1	55
Indiana‡	5	1 47	2	98	1	80	1	65	2	1 29			1	12			
Washington	5	1 16	2	73	2	1 20	1	80	2	1 23	2	1 20	1	16	06	1	33

*Add cost of transportation. †Add 10 per cent. for dealer's profit. ‡Add 23 per cent. for cost of distribution.

Most of the above states have quite an extensive list of approved books from which districts may select. Only such are given in the table as are nearly enough the equivalents of corresponding books in our own series to admit of a fair comparison. Missouri, Oregon, Utah, Wyoming and Washington have each a single series, while Indiana is an example of the pure "contract system," and California of the system of "state manufacture." In Indiana the books are received from the contracting publishers and distributed mainly through the educational machinery of the state, the law requiring directors to either furnish the books to pupils of their respective districts through an agent appointed by them or through a local dealer responsible to them. This plan of distributing books through school officers seems very expensive, costing on an average, according to official reports, 23 per cent. of the original price of the books. This amount must be added to the figures given in the table when making comparisons with our own prices.

A comparison of prices in other states with those of Washington is almost uniformly in our favor with the exception of grammars, where the discrepancy is apparent rather than real. Our series of two books is, in reality, a three-book series bound in two, and in addition to this a work on word building is likewise contained in the same covers, thus making a combination of what is usually four books. The price of our two grammars should be reduced about one-third when making comparisons with the books of other states.

California took the lead, in 1885, in the experiment of manufacturing her own school books, and since that time quite a number of state legislatures have considered the question, none of them, however, having decided to try it except in the case of our own law-makers, whose bill failed for lack of executive approval. Some of these states appointed committees and gave them time to consider the question carefully and make such an investigation as would enable them to make an intelligent report. This does not appear to have been the prevailing method however. California called in her state printer and asked him for an estimate of the cost of making the necessary enlargement of the state's printing plant, also of the cost at which different books could be made. He reported that with additions to the then existing facilities, costing $32,485.37 he could make books at the following prices: Speller, 8⅛ cents; first reader, 9¼ cents; second reader, 18 cents; third

reader, 24¼ cents; arithmetic, 28¾ cents; grammar, 20¼ cents; history, 29½ cents. After the plan was adopted by the legislature, the same printer found it necessary to revise his estimate of the amount necessary to begin work, and then asked for $115,000. This estimate was again raised, and the legislature actually appropriated the sum of $170,000. A comparison of the estimates of the printer on the cost of the books, with the prices in the foregoing table at which the books are actually sold to pupils, shows the printer's judgment to have been seriously at fault.

One other state legislature, that of Ohio, called upon its state printer for estimates as to the cost of making school books. This printer, however, was placed upon a committee consisting of eminent educators and gentlemen of undoubted ability, and given a year in which to investigate the matter. From the printer's portion of the committee report I quote:

"Speller, 9 cents; First Reader, 10 cents; Second, 16⅔ cents; Third, 25; Fourth, 30; Fifth, 40; Sixth, 50; First Arithmetic, 15; Second Arithmetic, 30; First Geography, 35; Second, 70; First Grammar, 25; Second, 40; First Physiology, 25; Second, 40; United States History, 60.

"The above estimates are exclusive of the cost of authorship, compilation and illustrative designs.

"In making the foregoing statement of the cost of publishing a certain number of school text books equal in kind and quality to those adopted as a standard of comparison and calculation, I have endeavored to make conservative and reasonable estimates. In doing this it is proper to understand that the manufacture of school books is a separate and distinct branch of the publishing business, and involves many special processes and details, the exact cost of which it is difficult to obtain and calculate.

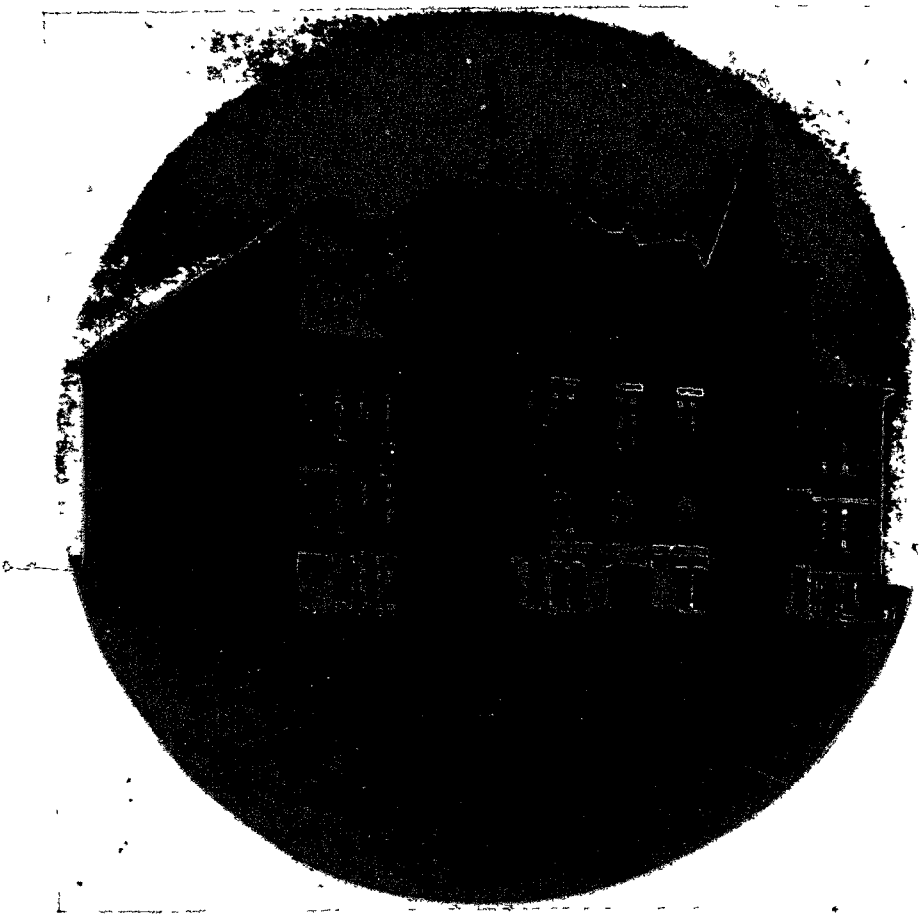
"It is comparatively easy to estimate the ordinary mechanical cost of making a school book, including such items as press work, materials and binding. But these are really not the most important or expensive factors in correctly estimating the total cost of publishing any given number of school books. It is the preparatory work before a single copy of a school book can be printed that requires the largest outlay of time and money as well as the most skill and experience. When the manuscript of a school book, proposed for publication, has been duly prepared and arranged, the matter must be set up in type, and the type used in the composition of a school book must be especially cast for that purpose, as it must represent the diacritical marks and technical signs or characters required in teaching. And school books as now made are embellished with copious illustrations, and histories and geographies must contain full and accurate maps. These must all be drawn by competent artists or expert cartographers, and after certain processes, must be engraved by skilled artists. All this work requires peculiar talent and skill, and

constitutes a large part of the expense of making school books. The composition and preparatory work for printing a school book requires the most careful and painstaking proofreading, and often whole pages must be recast. This educational supervision and proofreading is no small item of expense. After the text of a school book is set up, its pages of composed and corrected type are then electrotyped. These electrotyped plates must be in duplicate called 'pattern plates,' and 'running plates,' and five or more distinct plates, called 'color plates,' are required for printing maps. These plates must continually be kept in good condition and be frequently renewed, it being considered desirable to renew plates of any school book after printing 100,000 copies.

"After the work of preparing plates of the text, maps and illustrations of a school book, it is then ready to be printed. The printing of school books, especially those containing illustrations and maps, requires skilled labor and particular care. Maps must be run through the press as many times as there are colors to be printed on the map. When the printed sheets come from the press they pass through several different stages or processes, each one requiring separate manipulation by the hands of skilled laborers. Indeed it is labor, professional, skilled and artistic, and not the materials or mechanical processes, which constitutes the largest part of the cost of publishing school books."

Ohio, after hearing the report of this committee, decided not to try the experiment of state publication of text books.

Our state is to be most heartily congratulated upon its escape from the proposed manufacture of school books, when the proposition is considered simply as a means of cheapening books; but when we take into the account the fact that books of decidedly inferior educational value have so far been the only product of this scheme, we have just cause for profound gratitude for our deliverance.



ADMINISTRATION BUILDING.

AGRICULTURAL COLLEGE AND SCHOOL OF SCIENCE, PULLMAN.

RAISING AND DISTRIBUTING SCHOOL REVENUES.

The question of providing a sufficient revenue for the maintenance of our public schools is a momentous one, and it has occupied no small portion of the time of our lawmakers at every session since our admission to the union. It is a matter of regret, however, that so far from reaching any satisfactory solution of the question, the result of the exciting discussions has been rather to array the conflicting interests against each other with some bitterness, and thus to lessen the chances of that calm consideration of the question so necessary to a statesmanlike solution of it. Hotly contested legislation is almost always a compromise which is satisfactory to neither party, and very frequently proves to be quite irrational or even vicious. This is not designed as a reflection on any past educational legislation; it is only intended to indicate the improbability of securing satisfactory enactments in reference to school finances until the whole people have given the subject careful attention and have placed before their legislators, with no uncertain emphasis, the matured results of their deliberations.

Previous to 1895, the county was our unit of taxation for school purposes, except in the case of cities of 10,000 or over, which were independent districts for this purpose. The proceeds of this county tax, together with the interest on the permanent state school fund, usually were distributed to the different districts in the following manner: Three-fourths of it was apportioned according to the number of census children in each district, and the remainder was apportioned according to the number of teachers required—seventy pupils, or any fraction thereof over thirty, counting as one teacher; but every district, however small, was entitled to the portion of one teacher. This method evidently favored the very weak rural districts. Cities of 10,000 or over were entitled to their proportionate share of the current state fund, but not to any portion of the county fund.

In addition to this every school district enjoyed the privilege of taxing itself to a certain limit. Thus it will appear that cities of 10,000 or over obtained their funds from district taxes, supple-

mented by the current state fund; while rural schools were provided for by the current state fund, the county tax, and a district tax if they so elected.

In 1895 this plan was amended by repealing the law which exempted the large cities from the county tax, giving them a right to participate in the distribution of that tax, and providing for a state levy on all property in the state sufficient to produce, when added to the current state fund, $6 per child of school age. This fund is to be distributed according to the number of census children in each district. There is some doubt as to whether or not this provision for a state levy was designed to replace entirely the provision for a county levy. The attorney general has held, however, that the county tax law is still operative. In this view of the case we now have a system operating uniformly all over the state, whereby each school district shares in the state fund, the state tax and the county tax, giving each the option of levying a district tax. Whether or not this is the best system that can be devised, is a question upon which it is the object of this discussion to throw some light by a careful and dispassionate consideration of the principles underlying the system and of their relations to the great problem of public education. It is not my object to engraft upon this state any pet system of my own; but rather to give to the patrons and lovers of our schools any information which a somewhat exhaustive study of the subject may have brought to me, trusting to their own intelligence to draw their own conclusions and to test such deductions and generalizations as I may have herein made.

An examination of the laws of the different states shows that school revenues are derived usually from three sources: (1) Interest on permanent invested state school funds; (2) state taxes or appropriations; (3) local taxes imposed by a vote of the inhabitants or by other authority, upon the county, township, or school district.

The fund composed of the interest on the permanent school fund, together with the proceeds of any state school tax or appropriation, and in some states a small amount from some other sources, constitutes what is generally known as the "state current school fund," and in contradistinction to this the proceeds of county, town, city, or district school taxes, together with sundry small sums arising from the sale of estrays, fines, licenses, etc., constitute the "local school fund."

Local taxes are levied in every one of the states and territories, and in four of them, Massachusetts, Montana, Idaho and Wyoming, produce practically the entire school fund. Ten states have no permanent school fund, supporting their schools by state and local taxes. The remaining 39 divisions of the union have a permanent state school fund, yielding, according to the last published report of the commissioner of education, from 11 cents per taxpayer in Virginia to $4.98 in Nevada. According to the same authority, state taxes were levied in all but eleven of the states and territories. Since that report was made, two of these have provided for a state levy, leaving but nine without such provision. The amount received from state taxes in 1893–94 varied from 3.3 per cent. of the entire school revenue in Nebraska to 83.6 per cent. in South Carolina. The averages for all the states and territories, according to our commissioner's report, shows that just two-thirds of all money expended for common schools in the United States is raised by local taxation. Only about 5.1 per cent. is derived from the income of permanent school funds, and less than one-fifth from state taxes. The northern states raised on the average 15.2 per cent. of their school fund by state tax, and 71.8 per cent. by local tax; while the southern states raised 47 per cent. by state and 38.2 per cent. by local tax. A hasty conclusion would be that the state tax is a southern idea, while the local tax represents the northern sentiment. The truth, more fairly and accurately stated, is that the state tax goes with a primitive system of public schools, and the local tax accompanies a system more vigorous and aggressive; while as a system grows more mature and effective, the two will be found combined.

It does seem somewhat strange that the very states which took the lead in a war in defense of the privilege of local self-government should afterwards hedge about with almost impossible conditions any of their school districts that might desire to levy upon the property within their own boundaries a local tax for schools. It is equally strange, however, that Massachusetts, the recognized champion of a centralized government, should raise 98 per cent. of her school revenues without the intervention of state authority.

Another interesting contradiction is found in the fact that California imposes on every taxpayer within her borders a burden of $5.06 of state school tax, while the taxpayer of Massachusetts pays no state tax for schools at all. But Massachusetts is the Mecca of

educational pilgrims in the east, and California is the shrine at which all her western devotees bow. California takes her place along with the southern states in her theory of educational finances, and is the equal of any state in the union in the success of her system; while Massachusetts, representing the extreme of the northern idea, finds no superior in the efficiency of her schools. The legitimate inference is that, whatever defects either system may possess, neither of them is wholly vicious.

But let us examine briefly the advantages and disadvantages of each system, and the principal arguments of the friends of each.

The advocate of the state tax insists that the need of an education on the part of the child bears no logical relation whatever to the amount of property his parent may chance to possess; that the street waif whose father depends upon his daily wages for the evening meal of the family, and the rural urchin whose father's entire capital consists of his ax, beetle and wedge or his simple tools of husbandry, has each the same heaven-born right of access to the wisdom of the ages and the life-giving fountain of modern knowledge as has the more favored child whose every want is supplied in a luxurious city home, or who jauntily trips over the green sward of a palatial rural retreat. It is argued that education for the rich and ignorance for the poor is a policy that, in this century, would be counted a disgrace to a monarchical government and is absolutely intolerable in an American commonwealth. It is maintained that since the state demands intelligent service and patriotic citizenship of all her subjects alike, she is in duty bound to furnish all with equal facilities for acquiring knowledge and cultivating sentiments of patriotism. To these sentiments, as sentiments, we all do most heartily subscribe; but as arguments for a uniform state tax, uniformly distributed, they do not appeal to all of us with equal force. They are given merely as samples of the form in which the question is stated in political platforms or the sentiment delivered from the campaign stump. More thoroughly and clearly stated, the sentiments appear in the Educational Review for September, 1895, in an article from the pen of Hon. Henry Sabin of Iowa, in the following language:

"The spirit of our institutions is that of equality before the law. A system of schools which does not provide school facilities to all children within its limits is not an American system. To put this in different words: An American system of schools should seek to equalize the burden of taxation that weak and impoverished districts, with a low valua-

tion, should still be able to maintain a school equal in length of term, or in its equipment, to other schools of the same grade in that township or county."

Our United States Commissioner of Education, Hon. Wm. T. Harris, says:

"A state tax is a tax levied on all the property of the state, the proceeds of which are distributed among the counties, towns, or districts in the main according to the number of children of school age. The object of this tax is to equalize the burdens of school taxation. The richer counties, towns, etc., are made through it to contribute of their surplus; the poorer receive, and are thus enabled to prolong their school term to any statutory limit without having recourse to excessive local taxation."

The Massachusetts educational report for 1894 contains the following:

"On the one hand are the communities rich in earthly possessions; on the other hand are towns struggling for their existence, their children possessing all things in possibility, but possessing nothing in reality. Is it not reasonable that out of their abundance the former class of towns should help in larger measure to train these children into good citizenship? Is it not for their interest to do this? And can any intelligent, liberal minded person object to the necessary tax which may fall to his lot for such provision?"

The same authority says:

"Sooner or later the relief must come in some form of general tax levied upon the wealth of the state and apportioned among the towns for the education of the children of the state."

Commissioner Harris says further:

"The theory of the state tax has now been accepted by nearly all of the states of the Union. * * * The tendency in the north is to regard state aid as an auxiliary agency having a well-defined function, but to keep it within restricted bounds. In education, as in other departments of human activity, it is self-help that stimulates the healthiest and most vigorous growth and leads to the most enduring results. A realizing sense of this truth has led to the practice in the north of being somewhat chary of giving state aid. Enough is furnished to tone down the harsher inequalities of local taxation and to afford a stimulus and an encouragement to the people in the poorer localities."

The same eminent authority says:

"The difference between the north and the south is that in the north the state tax is a mere auxiliary; * * * in the south the proceeds of it, together with the income from the invested school funds, is the main —in the country often the only—source of school support, and generally an inadequate one. What is merely an incidental source of supply in the north is made in the south the chief reliance. * * * It may be

said," he continues, "that in the north the states furnish about one-sixth of the school's support, and in the present temper of the governing authorities it is not likely that this proportion will be largely exceeded, though a falling into line of the states which as yet have no state tax will increase the average slightly, perhaps to 20 per cent. This may be regarded as the present day opinion in the north as to the maximum of what the state should do for the direct support of the schools, *i. e.* one-fifth of the whole, leaving four-fifths to local enterprise."

I quote further:

"State compulsion and support paves the way for local endeavor. In Massachusetts, a state whose people have so long felt the influences of public schools, 98 per cent. of the ample revenues are raised by what is essentially voluntary taxation. The remaining 2 per cent. comes chiefly from the state fund so distributed as to assist the poorer towns and aid in equalizing the burdens of taxation, *this being the office of a state tax or fund in a well established system.*"

It is well to note the fact, however, that Massachusetts, realizing the need of more state aid for her schools, has made provision for increasing her permanent school fund by the magnificent sum of $100,000 annually until it shall amount to $5,000,000. But even when this amount shall have been reached the state support will probably not reach 4 per cent. of the entire school revenue.

For the purpose of a comparison I give below the amounts received in several representative northern states from state taxes and interest on state funds, and from local taxes, as taken from the report of the commissioner of education, including therewith an estimate for our own state for the first year under the "barefoot law."

States.	*State tax and interest on permanent state funds.*	*Local taxes.*
Washington	$721,600	$370,000
New York	4,066,026	12,884,903
Ohio	2,124,265	9,589,391
Pennsylvania (state appropriation)	5,000,000	11,138,766
Minnesota	1,043,915	3,241,502
Michigan	997,695	4,589,005
California	2,552,000	2,388,359
Massachusetts	183,733	9,778,644

I have mentioned California and Massachusetts as extreme representatives of their respective theories, but the other states here mentioned were chosen on account of their importance in the work of education and the acknowledged success of their systems, simply as representative northern states.

In defense of the theory of supporting the public schools entirely by local taxation, much can be said. As samples of the argument the following are offered:

It is conceded that the best type of manhood is produced by self-help and self-government; that to do for an individual or for a community what either can do for itself is to tempt relaxation of effort and destroy independence and interest. Ours is a country wherein each citizen is a part of the government, and he must be taught not only to take care of himself but to take a hand in shaping the methods by which he is to care for himself. We believe in a government which comes as nearly to the fireside as possible for the source of its power.

Men who have resided in a community for many years, and whose fathers probably dwelt there for years before them, are perfectly acquainted with the peculiar conditions of that community and consequently better prepared to determine the amount of money necessary to furnish a good school for that particular district or town, or even county, than are men who know comparatively nothing about the conditions there. They also know more thoroughly the ability of the taxpayers in that locality to pay. A tax that is a great burden in one locality may, owing to different conditions, be comparatively light in another. Local taxation allows the tax to be modified to suit the changing conditions of localities and times; all inequalities of conditions are, therefore, best provided for by a system of local taxation. The conditions in a city, or even in a small town, are quite different from those in the rural districts. The school site which will cost thousands of dollars in a city does not contribute one whit more to the proper education of a pupil attending school there than does the site in the country which may be purchased for a very small sum or obtained by outright donation. The sanitary requirements of a city call for an extensive outlay for plumbing and sewerage which it is not necessary to approach in a country school house just as comfortable and healthful. I do not admit for a moment that a country school house should be less modern in its equipments or less healthful and convenient in its belongings than is a city school house; but, allowing all this, there is still quite a large balance against the city in the cost of its house as compared with accommodations of similar efficiency in the country. It is error, however, to contend that because a city must pay a heavy tax for the support of a costly

fire department, a large police force, and electric street lights, besides street grade assessments against business and residence properties, that these should be charged as any part of the expense of maintaining public schools in the city.

Other conditions that obtain in the city make the schools more expensive. With the vice and temptation that lie in the path of the city youth continually, it is a matter of self-defense on the part of a city as well as absolutely necessary for the good of the youth, that they be kept in school, or at least off the streets, as much of the time as possible. If school can be maintained but four or five months per year in a country district, the pupils can be kept busy on the farm a large portion of the vacation at some work which is in itself an education, but if the school term is shortened in the city and the children are left without any profitable diversion or occupation, as many of them necessarily are, moral and intellectual ruin stare them in the face. This argument has great force, but it has its limitations. It does not logically lead us to the conclusion that justice will be done to the pupils of both city and country by providing the former with ten months school in the year and the latter with four or five. It only proves that if the term of school *must* be shortened the public good is conserved by shortening it in the country rather than in the city.

Owing to smaller classes and hence better opportunity for individual work in the country schools, as well as the greater robustness of the average country child it is probable that, with equally good teachers, a year's work can be completed in a country school in a somewhat shorter period of time than the same can be done in a city school. By this difference of time country terms can be made shorter than those in the city without any injustice; but every child should be given an opportunity to do a fair year's school work in every calendar year.

Probably the strongest argument in favor of local taxation for educational purposes lies in the fact that the levying and paying of taxes by the patrons of the school for the support of their own schools gives them a keen sense of proprietorship in them. They feel that the money expended for the support of their schools is their money, and this fact makes them jealously guard against any wasteful expenditures, and also makes them take a personal pride in the results accomplished with that money. If the money is all furnished by the state there grows up a feeling that the district is

"feeding at the public crib," and extravagance is the inevitable result.

In his report for 1894, Supt. Scarborough, of North Carolina, pleading for more local tax, says:

"An examination of the various systems of the states and territories of this union has convinced me that those systems having this provision (local taxation) as a general statute have been brought to their present state of efficiency largely by this feature of their laws; and that those systems are, other things being equal, much more efficient than those without this feature. * * * I have submitted our present school law to the criticism of some of the most experienced and successful public school officers at the head of the most successful school systems. From these there is one opinion on this point: 'The great need of your system is the local option school tax feature.'"

But lest we should be too soon converted to the theory of exclusive local taxation, let me quote again from the report of the United States commissioner of education:

"While the southern states are moving in the direction of voluntary local taxation, Massachusetts, Pennsylvania, and other northern states, having experienced the ills of too exclusively local taxation, are going in the opposite direction with the main purpose in view of equalizing the tax rate and helping the poorer communities out of a general state fund."

It seems that no matter which plan we may have we will wish we had the other. But Commissioner Harris says further:

"An equilibrium between state and local taxation will finally be struck, and the most advantageous proportions of each determined by experience according to the necessities of each individual case. The object in view will be to utilize the benefits and reduce to a minimum the defects of each."

The inequalities of local taxation are so glaring that it seems scarcely necessary to refer to them; but lest there may be some whose attention has not been called to them and who have not observed the hardships that an exclusively local tax forces upon very poor districts or localities, a few illustrations may be pardoned.

Our commissioner says on this point:

"The extent to which local taxation is carried in Massachussetts (98 per cent. of the entire school revenue being derived from local taxes) brings into prominence the principal defect of this system of school support; *i. e.*, the great inequality of the tax rate of the different towns. Thus Boston, in 1891, with a tax rate of less than two mills, was able to appropriate $21.93 for each child five to fifteen years of age, while Colerain, with a tax rate of 5.4 mills, was able to appropriate only $7.71 per child."

Similar inequalities are easily found within our own state. By the county school levy of 1894, Garfield county, with a levy of 6 mills, raised $5.02 per child of school age, while Franklin county, with a levy of 2½ mills, raised $20.39 per child. The city of Tacoma, with a levy of 5.9 mills, raised $20.07 per child, while Pierce county with exactly the same levy, raised only $7.80 per child. These are samples; it is unnecessary to multiply illustrations. I think it will appear from what has been said that neither the plan of depending entirely upon a state tax, nor yet that of an exclusively local tax, will produce the best results. It does appear, however, I think, that both plans have merit, and that a wise combination of the two, as suggested by Dr. Harris, will give a system the fairest and best yet devised.

But if a wise system of raising our revenue be desirable, a just and wise method of apportioning to the different districts that part of it which may be furnished by a state tax is doubly desirable. When a state or county tax has been levied and collected into the treasury the responsibility is not at an end. It must be so distributed as to remedy the inequalities produced by the varying relations of wealth to population in the different localities, as well as to mollify the harshness of the other conditions I have mentioned. Our so-called "barefoot law" is an attempt to give expression in the form of legal enactment to a sentiment that has been maturing for some time against exclusive local taxation, and to provide a method of laying upon the property of the state the burden of educating the children. In so far as it recognizes in a proper degree the principle of taxing all for the benefit of all it should meet the approval of every lover of the American idea of equality before the law. But, whatever its merits or demerits in other respects, it is certainly open to severe criticism in regard to the method of distribution provided if the practices of other states are to be counted of any worth as precedents. Our law provides $6 per child of school age to be distributed to all districts on the basis of the census of children between five and twenty-one years of age. Nineteen per cent. of the school districts of this state have fewer than 20 children each within their borders. Thus nearly one-fifth of the districts in the state will receive less than $120 to pay for all expenses of their schools for a year. Over ten per cent. of them have fewer than 10 children of school age. Ten

pupils at $6 each gives the magnificent sum of $60 to maintain school for a year!

By this law money is taken from the large cities where wealth is found to have accumulated and where there are many "barefoot boys" and is given—not to the small district with few pupils in such sums as to enable them to maintain school a reasonable length of term—but rather to the districts in the country which are densely populated and usually comparatively wealthy, and to the smaller cities and towns. The friends of the bill, in their eagerness to give absolutely equal educational privileges to all the children in the state (a motive most praiseworthy, certainly), overlooked the fact that it requires practically the same amount of money for teacher's salary, fuel and other expenses, to provide a good school for 10 pupils that it does for one of 40; they also overlooked the fact that many conditions obtain in the city tending to make a school expensive which are not operative in a rural community. This defect of the measure is one greatly to be deplored, and one which should be speedily remedied.

But let us examine the methods of apportioning state and county funds in some of the leading states, if perchance we may learn from their experience something that will assist us to remedy the defects of our laws or to devise a system more just.

First let me quote from an article in the Educational Review by Supt. Sabin, to which I have before referred. He says:

"In most of the states the distribution is based upon the number of children of school age in the township or district. This offers the temptation to swell the number included in the school census to its utmost limit in order to obtain a larger share of money from the state fund. The injustice of it is more clearly seen in the fact that the number of residents of certain ages furnishes no criterion of the actual school necessities of the district. It is as far out of the way as it would be to base the distribution of school funds upon the assessed valuation of the territory in question, or upon the number of people of all ages.

"These two points are to be kept in view: The funds must be distributed so as to equalize, as far as possible, school privileges, and at the same time stimulate the community to take advantage of the opportunities thus afforded their children."

The state of California is referred to as an illustrious example of a state depending largely upon a state fund for the maintenance of her public schools. Let us examine her law as to the distribution of school funds. She requires that all of the state fund shall be distributed to the counties of the state in accordance with

the number of children of school age. But every county is compelled to levy a tax sufficient to produce at least $6 for each census child in the county. This fund, together with the state fund apportioned to the county, is apportioned to the various school districts as follows: Every 70 children, or fraction thereof not less than 20, counts as one teacher. Five hundred dollars must be apportioned to each district for each teacher assigned it as thus estimated. But districts having 10 and less than 20 children receive $400, while districts having over 70 children and a fraction less than 20 receive $20 per child for each child in that fraction. All of the funds remaining on hand after this apportionment has been made is apportioned to the several districts according to the average daily attendance in each district during the preceding school year.

The state of Massachusetts provides for the apportionment of her small state fund in a unique manner. Every town with an assessed valuation of not over half a million gets $275; a town whose valuation is between half a million and one million gets $200; a valuation of from one to two millions brings $100; and from two to three millions brings $50. After this apportionment the remainder is apportioned as follows: Every town whose school tax is not less than one-third of its entire tax gets a proportion represented by one-third; if its school tax is not less than one-fourth of the whole its proportional number is one-fourth, and so on to one-sixth. But only one-half of the income of the state fund can be apportioned in any case.

New Jersey provides for a levy on all property in the state sufficient to raise $5 per school child, and this is apportioned to the several counties on the basis of the taxable property therein. It is then apportioned to the school districts as follows: Two hundred dollars for every teacher employed during the previous year, and then the remainder is apportioned on the basis of the school census.

Rhode Island apportions to each town $100 for each school, up to 15 in number, and after that the remainder is distributed on the basis of the school census.

Minnesota apportions to the districts on the basis of the number of children who have attended school at least 40 days in the year.

Ohio apportions according to school population; but the law provides that "so much of the contingent fund as may be set apart

by a township for the continuance of school after the state funds are exhausted, shall be so apportioned by the board that the schools in all the sub-districts of the township shall be continued the same length of time each year."

The committee on state school systems appointed by the national educational council reported at Denver in July, 1895, as follows:

"It is plainly the consensus of opinion that the prevailing system of distributing school funds *pro rata* on the school population as a basis, is detrimental to the interests of the rural schools. The result of the plan has been to give an undue advantage to the schools in the strong districts, and to leave those in thinly settled and impoverished districts helpless and unprovided for. * * * If it is right to tax all for the benefit of all, then it is just so to distribute the funds as to accrue to the advantage of the entire community."

The report continues:

"Every community should be required to raise a certain sum for the support of their schools as a prerequisite for receiving their share of the public money. A certain definite sum should be appropriated to each school out of the state funds, and the remainder should be divided *pro rata* in accordance with the actual attendance as shown by certified records of the preceding year, with a discrimination in favor of townships willing to tax themselves for school purposes."

The justice of the plan of apportioning money on the basis of actual attendance rather than on the enumeration or enrollment appears in the fact that money thus apportioned goes to the districts in which the pupils attend school best and thus are likely to get the most benefit from its expenditure. This plan will act as a stimulus to pupils to attend school as many days as possible during the year, and will also induce patrons to take that interest in the school which always seems to attach to anything which gives promise of a return in the form of money. The sentiment thus awakened in favor of regular attendance at school would result in the strict enforcement of our now inoperative compulsory attendance law. The actual total attendance in days should probably be the basis rather than the average daily attendance, in order to insure perfect fairness. The only serious objection to the plan here outlined is the fact that by flood, fire or epidemic the actual attendance might be abnormally reduced in any given locality, while the expenses of operating the school would remain the same. This difficulty could be met, however, by appropriate legislation. An attempt to distribute the school money where it would be most

likely to be used, and to prevent its accumulation to the credit of districts which are disinclined to use it, has been made in several states by providing for the redistribution of any surplus remaining after a certain opportunity to use it has been given. Such a law is on our statute books, but its effectiveness in producing the desired result has been questioned in several counties.

In view of what has been herein presented, it seems to me that the following principles may be considered sound as the basis of a scheme for raising and distributing school revenues:

1. Every school district should be required to raise a certain amount per census child by local taxation, or, if the raising of such sum would require the levy of too high a tax, then it should be required to make a certain minimum levy. These conditions should be complied with as a condition of receiving any money from the state.

2. A state tax should be raised and devoted solely to the toning down of the inequalities between different districts; and in its distribution due reference should be had to the peculiar necessities of very weak rural districts and to those conditions in cities and towns which render schools more expensive.

3. Every school district should, if possible, be provided with sufficient school to enable the average pupil to do an ordinary school year's work during each calendar year.

4. Every school district should provide for its own buildings by local taxation, if possible, and the state fund received by it should be applied only to the payment of teachers' salaries and the necessary current incidental expenses: *Provided*, That a specified per cent. of the state fund may be used in providing a text book, reference and general library.

The radical defects of our present school revenue law seem to me to be:

1. It makes the state tax the principal source of school revenue, thus departing from a principle which the experience of several decades in various states has established as proper and wholesome.

2. In the method of distribution provided the money is applied to the strong districts rather than to the weak, where it is most needed.

3. Too much time is necessarily consumed in collecting the money from the taxpayers, transmitting it to the state treasury, distributing it again to the counties and then apportioning it to the

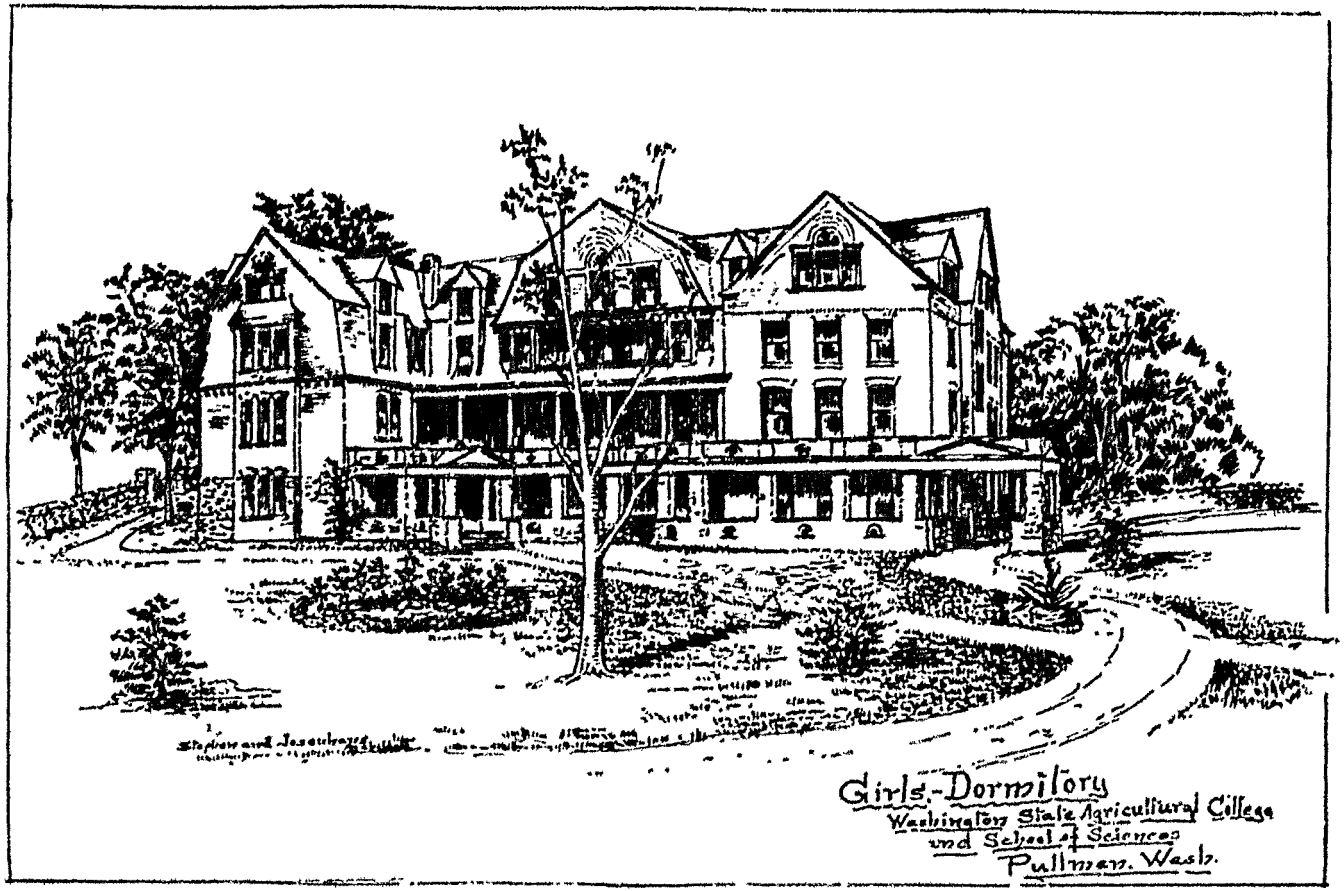
districts. If this method of furnishing revenue is to be continued, it would effect quite a saving of time to have the money apportioned directly to the districts by the superintendent of public instruction, he certifying to the county treasurer the amount apportioned to each district in his county.

COUNTY SUPERINTENDENCE.

So long as the county remains a prominent unit in our educational system, the office of county superintendent will continue one of very great importance. The successful work of a few of the county superintendents of this state places beyond controversy the proposition that excellent supervision of rural schools is possible with the right kind of a superintendent, even in counties where circumstances are untoward. If our state should adopt the township system, much of the work now required of the county superintendent could be done, perhaps better, by the educational authorities of the different townships; but under present conditions an officer is necessary—in fact indispensable—in each county, whose duty it shall be to exercise a general supervision over the educational interests of the county. Such officer should be chosen solely on account of his character and ability as an educational leader, and should be well paid. Under our present law the pittance paid the superintendent in some of the counties can be called a salary only by courtesy. The teachers of the state have been trying in vain to secure the passage of a law making some kind of an educational qualification necessary for holding this office, but so far the politicians are ahead and any one who can secure a nomination and get votes enough may become a county superintendent and assume to direct the education of the children of his county. A bill providing an educational qualification for this office passed one house of the legislature at its last session, but died on the calendar in the other for lack of a friend on the sifting committee. It is to be hoped such a measure will soon become a law. Notwithstanding this weakness of our laws, however, very few instances have occurred where the men and women chosen to his office have not been among the best in the county. It is pleasant to be able to place so much to the credit of the educational spirit of the people of the state. The relations of this office with the county superintendents during the last four years have been most cordial indeed, and it is to their hearty coöperation and faithfulness in office that a large portion of whatever progress our schools have made must be attributed. With scarcely an exception they have been prompt and careful in making reports to this office and in carrying out the directions of the department in their respective counties.

THE STATE BOARD OF EDUCATION.

Few states place as much responsibility upon their state boards of education as rests upon that body in this state. Last year our board was called upon to discharge a duty the most trying and important of all that are imposed upon it — that of selecting a series of text books for use in all the schools of the state. This task, difficult and responsible enough under any circumstances, was rendered infinitely more so by the fact that the last previous adoption had called forth much unfavorable comment, and, in fact, had resulted in formal charges of attempted corruption against the representatives of certain publishers. Moreover, the new law under which the board was required to operate was such as to make a satisfactory selection of books seemingly impossible. With these conditions facing them, the members of the board approached their task with serious misgivings. It was found necessary to reject bids again and again before satisfactory offers of books on the terms imposed by the law could be obtained. In these trying circumstances the gentlemen composing the board devoted their energies to the task in hand almost day and night till their efforts were crowned with a degree of success surpassing their most sanguine expectations. The series of books selected has, as a whole, met the hearty approval of a large majority of the best teachers of the state. For their steadfastness and devotion to duty in this ordeal, as well as for their excellent counsel and patient and able labors in all other matters committed to them, I take this opportunity to thus publicly acknowledge my immeasurable obligations and express my most profound gratitude to the members of the board, feeling that to their able and devoted assistance is due much of whatever success may be accredited my administration.


Girls.-Dormitory
Washington State Agricultural College
and School of Sciences
Pullman. Wash.

SYNOPSIS OF THE PROCEEDINGS OF THE STATE BOARD OF EDUCATION.

SESSIONS OF 1894—CONTINUED.

The state board of education convened at Everett, Washington, pursuant to the call of the chairman, on the 26th of December, 1894, and continued its sessions during the 26th, 27th, 28th and 29th, the time being devoted to the examination of applicants for state certificates and life diplomas.

A state certificate was granted to A. M. Ross on a state normal diploma from the Pennsylvania State Normal at California, Pa.

Life diplomas were granted to the following persons:

Mrs. Margaretta H. Keyes, on a state normal diploma from Plymouth, N. H.

Ambrose H. Sherwood, on a life diploma from New Brunswick.

Tillie J. Piper, on a Washington state certificate.

The case of A. J. Sears, charged with failure to attend the county teachers' institute in Lewis county, was considered and his excuse decided to be valid.

The examination questions for the next two quarterly county examinations were then carefully revised, after which the board adjourned at 4 o'clock P. M., Saturday, December 29, 1894.

SESSIONS OF 1895.

The state board of education convened in Olympia at the office of the superintendent of public instruction, at the call of the chairman. The meeting was called to order at 7:30 o'clock P. M., May 8, 1895, with Supt. C. W. Bean, J. M. Taylor and J. W. Roberts present.

The session of this day, and also that of the 9th, was devoted to a careful consideration of the new law in reference to the adoption of text books for the public schools of the state. All points not clearly understood by the board were submitted in writing to the assistant attorney general for construction, and his opinion was received, discussed and placed on file.

On Friday, May 10, 1895, the board met, pursuant to adjourn-

ment on the 9th, at 3 o'clock P. M., with Supt. C. W. Bean, J. M. Taylor and J. G. Lawrence present.

Proposals of publishers to furnish school text books for the public schools of the state were then opened and read. Proposals were made by the following firms: A. Flanagan, E. H. Butler & Co., Ginn & Co., The Calvert Company, James F. Girton, Potter & Putnam, John E. Potter & Co., The J. B. Lippincott Company, A. Lovell & Co., D. C. Heath & Co., Crane & Co., Silver, Burdett & Co., The Prang Educational Company, Harper & Brothers, Houghton, Mifflin & Co., F. V. Irish, Christopher Sower & Co., Sheldon & Co., American Book Company, The Werner Company, Maynard, Merrill & Co.

The board assembled on the evening of the 10th and, after carefully tabulating all bids coming within the provisions of the law, adjourned to meet at 9 o'clock A. M. on the 11th.

Board met on the 11th of May, with Supt. C. W. Bean, J. M. Taylor, R. C. Kerr, J. G. Lawrence and J. W. Roberts present.

The entire day and the evening were occupied in the consideration of the different proposals for furnishing books, when, after careful investigation of all bids, the following resolution was adopted:

Resolved, That, inasmuch as the several bids for furnishing text books for use in the state, received May 10, 1895, are in a great part entirely unsatisfactory to the board, and in many particulars not in conformity with the law, they are hereby declared rejected. And, further, believing that better terms and better books may be obtained,

Be it resolved, That the secretary of the board be instructed to notify all bidders, as provided by law in such case, that all bids are rejected, and that proposals to furnish text books will again be received up to 3 o'clock P. M., May 27, 1895.

In accordance with the above resolution, the following notice was sent to all publishers that had made proposals to furnish text books:

GENTLEMEN: You are hereby notified that all bids for furnishing school text books for the State of Washington under advertisement of March 30, 1895, were this day ordered rejected, and that proposals for furnishing such text books, as per former advertisement, will be received up to 3 o'clock P. M., May 27, 1895, and not later.

J. M. TAYLOR,
Secretary State Board of Education.

Adjourned to meet May 27, 1895.

Board convened at the office of the superintendent of public instruction pursuant to previous adjournment, all members being present.

Proposals for furnishing text books were read from the following houses: Indiana Publishing Company, Crane & Co., Ginn & Co., John E. Potter & Co., D. C. Heath & Co., American Book Company, J. B. Lippincott Company, G. M. Davison, James F. Girton, The Werner Company, The Prang Educational Company, Maynard, Merrill & Co.

After making a tabulated statement of all bids coming within the provisions of the law, the board adjourned to meet on the 28th.

Board met at 9 o'clock A. M., on the 28th. All members present.

The consideration of applications for state certificates and life diplomas was made a special order of business, and the following persons were granted state life diplomas:

Mary E. Westcott, on a Pennsylvania state certificate.

Mrs. Eliza Bond Stephens, on a Washington territorial life diploma.

J. O. Mattoon, on a Washington state certificate.

Mattie L. Wheeler, on a Washington state certificate.

Anna B. Jennings was granted a state certificate on a Pennsylvania state certificate.

The time during the remaining portion of the 28th and all of the 29th, 30th, 31st, and June 1st and 3rd was devoted to the examination of text books offered, the representatives of the different publishers being allowed to present the merits of their respective books in open session of the board.

Board convened at the office of the superintendent of public instruction on the 4th of June. All members present.

The adoption of text books proceeded as follows:

The Columbian series of arithmetics was adopted by a unanimous vote, and in the same manner were chosen Reed's Introductory Language Work and Reed & Kellogg's One-Book Course in English, the latter adoption being conditioned on the publishers' contracting to bind with the One-Book Course the whole of "Word-Building" by Reed & Kellogg.

The vote on copy books was as follows: For a slant system, the Graphic system of copy books, by A. Lovell & Co., received the votes of Bean, Kerr and Lawrence. Roberts voted for the New

Century copy books, and Taylor for Wilson's copy books. The Graphic system was declared adopted.

For a vertical system, the Common Sense copy books received the votes of all but Professor Roberts, who voted for the New Century copy books. The Common Sense copy books were declared adopted.

The Columbian Speller was adopted unanimously, except that Professor Kerr voted for the Modern Speller.

Ellis' History of the United States was adopted unanimously, except that Professor Kerr voted for Scudder's History of the United States.

All bids on other text books were rejected, and the secretary was instructed to notify publishers that bids will be received up to 8 o'clock P. M., June 27, 1895.

Accordingly the following notice was sent all bidders:

GENTLEMEN: You are hereby notified that all bids for supplying text books or use in the State of Washington in the following branches have been rejected, viz.: Mental arithmetic, reading, geography, physiology, algebra, geometry, trigonometry, astronomy, chemistry, botany, geology, zoology, physics, general history, English literature, rhetoric, book-keeping, drawing, vocal music, political economy, ethics, civil government and supplementary reading. Bids for furnishing text books in the above named branches will be received till 8 o'clock P. M. on the 17th day of June, 1895, and not later.

All bids must be sealed and addressed to the superintendent of public instruction, Olympia, Washington, and marked, "Sealed Proposals to Furnish Text Books for the State of Washington."

J. M. TAYLOR,
Secretary State Board of Education.

The state board of education convened in regular annual session at 2 o'clock P. M., June 4, 1895, in the office of the superintendent of public instruction in Olympia, Washington. All members present.

J. M. Taylor was reëlected secretary for the ensuing year, and the remainder of the session was devoted to reading, correcting and approving the minutes of the past year. Adjourned to meet on the 5th at 9 A. M.

Board met pursuant to adjournment, and the session of the 5th was devoted to the consideration of applications for state papers, and to the revision of the rules of the board.

A life diploma was granted to Mrs. Harriet Kennicott on a New

York life diploma, and a state certificate to Mrs. Annie Van de Vanter, on a diploma from the University of Michigan.

State board met on June 6, 1895, and proceeded to revise the rules governing the proceedings of the board in granting certificates and diplomas. The superintendent of public instruction was directed to have 200 copies of the amended rules printed.

The board then prepared a programme of examinations for the summer of 1895, providing for examinations of applicants for state papers at Spokane, Ellensburg, Walla Walla, Centralia, New Whatcom and Seattle. Adjourned to meet on the 17th to open bids for text books.

Board met on the 17th of June, as per adjournment, and, with all members present, opened and read bids to furnish text books by the following houses: Sheldon & Co., Crane & Co., American Book Company, A. Lovell & Co., Christopher Sower & Co., Rand, McNally & Co., The Werner Co., John E. Potter & Co., E. H. Butler & Co., D. C. Heath & Co., Silver, Burdett & Co., and Maynard, Merrill & Co.

After reading and tabulating bids the board adjourned to meet on the 18th.

Board convened at 9 o'clock A. M., on the 18th of June. All members present.

A vote was taken on the adoption of physiologies with the result that Hutchinson's Lessons in Physiology and Hygiene, First Book and Second Book, were adopted unanimously.

At the afternoon session the Rand-McNally Primary School Geography and the Rand-McNally Grammar School Geography were adopted unanimously.

The vote for readers was as follows: The New Franklin series received the votes of C. W. Bean, R. C. Kerr and J. W. Roberts, and the Columbian series received the votes of J. M. Taylor and J. G. Lawrence. The New Franklin readers were declared adopted.

At the forenoon session of the 19th of June, Griffin's Civics for Young Americans received the votes of C. W. Bean, R. C. Kerr, J. M. Taylor and J. G. Lawrence. Professor Roberts was absent.

Board convened at 9 A. M. on the 20th of June with C. W. Bean, J. M. Taylor, R. C. Kerr and J. G. Lawrence present.

The president and secretary were empowered by a resolution to execute all contracts provided for between the board and the differ-

ent publishers, and the day was occupied in the preparation of contracts.

The board met on the 21st, with members present as on the 20th, and continued the work of preparing contracts with publishers.

The bonds of the different publishers whose books were adopted were fixed as follows: Sheldon & Co., $7,000; The Werner Company, $8,000; Maynard, Merrill & Co., $4,000; Rand, McNally & Co., $4,000; A. Lovell & Co., $2,000.

The records of the board were corrected to show that Mrs. Pamela C. Hale was granted a life diploma July 15, 1885, the diploma having been submitted to the board for inspection.

A life diploma was granted to Mrs. M. E. Jenne on a California state certificate.

A state certificate was granted to Mrs. Mattie Wade Kyes on a normal diploma from the University of Washington.

The rules governing the examination of candidates for county certificates were amended so as to provide that the minimum grade for county certificates shall be 50 per cent. for third grades, 60 per cent. for second grades and 70 per cent. for first grades, in all branches, and no third grade shall be granted to any applicant who does not obtain 650 credits. This rule to go into effect in November, 1895.

The programme of state examinations for the summer of 1895 was amended so as to provide for examinations as follows, all to be held August 13th to 16th inclusive, viz.: At Spokane, to be conducted by J. G. Lawrence; at Chehalis, to be conducted by R. C. Kerr; at Walla Walla, to be conducted by J. M. Taylor.

A session of the board was held June 22, 1895, and the time devoted to the preparation of county examination questions for August, 1895. All members present except Professor Roberts.

A resolution was passed delegating to the secretary of the board the power of approving all bonds offered by the different publishers.

A session was held on the 24th (members present as on the 22d), the time being devoted to making such changes in the course of study as the adoption of the new books rendered immediately imperative.

The board adjourned *sine die*.

State board met at call of the chairman in Seattle, Washington, on the 20th day of August, 1895; present, C. W. Bean, J. M. Taylor, R. C. Kerr and J. G. Lawrence.

The first order of business was the examination of candidates for state papers. This examination continued through the 21st, 22d, 23d and 24th.

The members of the board designated to hold examinations in different places in the state reported that two applicants had written at Spokane on the 13th to 16th of August, and one at Chehalis. No one appeared to take the examination at Walla Walla.

Sessions of the board were held August 26th and 27th, the time being devoted to the preparation of county examination questions. In the absence of Supt. Bean, Prof. R. C. Kerr presided at these sessions and J. M. Taylor and J. G. Lawrence were present. Adjourned to meet August 30.

Board met in Seattle August 30, 1895, with C. W. Bean, R. C. Kerr, J. M. Taylor and J. G. Lawrence present.

Life diplomas were granted to the following persons:

Alexander Jay Anderson, on an Illinois state certificate.

Ella J. Caughey, on an Illinois state normal diploma.

Ada E. Core, on a Cook County normal diploma.

J. D. Curtis, on a Winona, Minnesota, state normal diploma.

State certificates were issued to the following persons:

Lulu Satterthwaite, on an Iowa state certificate.

Anna F. Sparling, on a normal diploma of the University of Washington.

Eleanor A. Condon, on a San Francisco normal diploma.

Adjourned to meet on the 31st.

Board met on the 31st, with the same members present as on the 30th, and granted life diplomas to the following persons:

Jennie Crawford, on a Minnesota state normal diploma.

William M. Heiney, on a Minnesota state high school certificate.

Huldah L. Waughop, on a normal diploma of the University of Washington.

State certificates were granted as follows:

Granville F. Allen, on a Yale College diploma.

L. H. Leach, on a University of Kansas diploma.

G. W. Stafford, on a Wabash College diploma.

D. M. Solliday, on a Franklin and Marshall College diploma.

John T. Forrest, on a Central University diploma.

David G. Fenton, on a Hanover College diploma.

Jessie May Steele, on a Missouri state normal diploma.

Althea S. Corey, on a Pennsylvania state normal diploma.
Laura L. Larrabee, on an Iowa College diploma.
Browder D. Brown, on a Puget Sound University diploma.
Essie S. Young, on a California state diploma.
C. F. Reeves, on a Pennsylvania State College diploma.
Edwin Twitmyer, on a Franklin and Marshall College diploma.

A session of the board was held on the 3d of September with C. W. Bean, J. M. Taylor, R. C. Kerr and J. G. Lawrence present, the time being devoted to preparing examination questions for county examinations in November, 1895, and February and May, 1896.

On the 4th of September, the board met at the Hotel Butler in Seattle, with members present as on the 3d.

Life diplomas were granted on examination to W. E. Jackson, Mary A. Follett and Zoura Jackson.

State certificates were granted on examination to James N. Selby, Henrietta K. Becker, William G. McCarthy and J. E. Bailey; also to Edmund P. Young on a diploma from the department of pedagogy of the Ohio university.

Board adjourned *sine die*.

SESSIONS OF 1896.

The state board of education convened in regular annual session in the office of the superintendent of public instruction in Olympia, Tuesday, June 2, 1896, at 8 o'clock P. M., with Supt. C. W. Bean in the chair. R. C. Kerr, J. M. Taylor, J. G. Lawrence and R. S. Bingham were present, the latter having been appointed instead of Prof. J. W. Roberts.

Minutes of the last annual meeting held June 4, 1895, and of all intervening meetings to date, were read and approved.

After reorganizing by electing J. M. Taylor secretary, the board adjourned to meet at 9 o'clock A. M. on the 3d.

Board met on the 3d of June, pursuant to adjournment, with all members present.

The following programme of examinations for the summer of 1896 was adopted: At Spokane, June 24th; at Tacoma, July 7th; at Seattle, August 25th; each examination to continue four days.

State certificates were granted to the following persons:

Virgil Peringer, on a Willamette University diploma.

H. Beatrice Evers, on an Iowa state normal diploma.

Harrietta M. Kelligg, on a University of Washington normal diploma.

Lee L. Benbow, on a Northwest University diploma.

W. L. Malone, on a Dennison University diploma.

Robert Alexander, on a Brown University diploma.

Carrie H. Bower, on a Granville Female College diploma.

Myrtle May McMahan, on a Kansas state normal diploma.

Lillie May Robertson, on a Monmouth College diploma.

Leta A. Lodge, on a University of Boston diploma.

Ida Soule Howes, on an Oneonta, New York, state normal diploma.

Anna Elder, on a Kansas state normal diploma.

E. E. Edmonds, on an Oregon state normal diploma.

Mary Gilliam, on a Whitman College diploma.

May K. Thomas, on a Whitman College diploma.

Delia E. Whiting, on a Wheaton College diploma.

Verona B. Zollars, on a Monmouth College diploma.

James Brady, on a University of Wisconsin diploma.

Life diplomas were granted to the following persons:

J. T. Hover, on a Washington state certificate.

Kate Lee Harding, on a Washington state certificate.

Ella N. Evers, on a Washington state certificate.

Emma C. Hart, on a Missouri state life certificate.

Sessions of the board were held on the 4th and 5th of June, with R. C. Kerr presiding and J. G. Lawrence and J. M. Taylor present. The time was occupied in preparing questions for the examination of teachers.

Board met on June 6, 1896, at 9 A. M. All members present.

State certificates were granted to the following persons:

Florence M. Adams, on a University of Washington diploma.

Clara Belle Whisler, on a Grinnel College diploma.

Rose E. Dovell, on a Whitman College diploma.

Life diplomas were granted to the following persons:

Sarah J. S. Davis, on a Washington territorial life diploma.

Anna B. Foreman, on a Washington territorial life diploma.

C. V. S. Rice, on a Washington territorial life diploma.

Frank M. Spain, on an Idaho life certificate.

James N. Selby was granted a life diploma in lieu of state certificate No. 94, issued to him by mistake September 3, 1895, he having at that time applied for a life diploma.

Examination questions for county examinations, August, 1896, were read and adopted, after which the board adjourned.

Board met at Spokane June 22, 1896, pursuant to call of the chair, with all members present.

State certificates were granted to the following persons:

Eudocia S. Moffatt, on an Olivet College diploma.

John B. Flett, on a New York state certificate.

Ella H. J. Jordan, on a Geneva College diploma.

George M. Davison, on a Cornell University diploma.

Doc Brabson Rogers, on a Greenville and Tusculum College diploma.

Frank M. McCully, on a Willamette University diploma.

Henry B. Dewey, on a University of Michigan diploma.

William C. P. McGovern, on a Toronto normal diploma.

The state certificate of J. H. Kirkpatrick was renewed.

State board met, pursuant to adjournment, on the 23d, with all members present.

The session was taken up in the preparation of questions for state examinations.

Sessions were held on the 24th, 25th, 26th, and forenoon of the 27th, the time being devoted to examination of applicants for state papers. All members present, except Supt. C. W. Bean.

In the afternoon of the 27th a session was held at which all members were present.

Life diplomas were granted as follows:

Edwin L. Brunton, on a Washington state certificate.

Grant S. Bond, on a Washington state certificate.

State certificate No. 10, old series, granted to J. W. Shepherd, was renewed.

Questions for the state examination to be held at Tacoma, July 7, 1896, were prepared.

Board convened at Hotel Spokane on Monday, June 29, 1896, pursuant to adjournment. All members present.

Questions for state examinations were discussed and adopted.

The chair appointed the following committees on revision of the course of study, to report at the meeting to be held in Seattle, August 25, 1896: Taylor, mathematics; Bingham, language; Lawrence, history and geography; Kerr, physiology and reading; Bean, penmanship.

Adjourned to meet in Tacoma, July 7, 1896.

Board met at Central School building in Tacoma on the 7th of July, 1896, pursuant to previous adjournment, with R. C. Kerr, J. M. Taylor and R. S. Bingham present. R. C. Kerr presided. The sessions were continued through the 8th, 9th and 10th, the time being devoted to examination of applicants for state papers.

A meeting was held on the 8th at 8 o'clock P. M., with Superintendent Bean, R. C. Kerr and R. S. Bingham present, the latter acting as secretary.

Life diplomas were granted at follows:

Mattie C. Hammond, on a New York state normal diploma (Cortland).

Ida A. Smith, on a Michigan state normal diploma.

State certificates were granted as follows:

Elizabeth Shane, on a Puget Sound University diploma (B. Lit.).

Ellen Harlow McKinzie, on an Iowa agricultural college diploma.

Eva G. Smith, on a Puget Sound University diploma (B. Lit.).

State certificate No. 14, old series, granted to Lizzie A. Davis, was renewed.

Adjourned.

State board met at Seattle at the Hotel Butler, August 24, 1896, pursuant to call of the chairman. Meeting called to order at 8 P. M., Supt. C. W. Bean, R. C. Kerr and R. S. Bingham present, the latter acting as secretary.

The session was devoted to preparing state examination questions and hearing the appeal of Miss Emma E. Page in behalf of "mercy teaching in the public schools."

Adjourned to meet on the 25th.

Board convened at the old university building in Seattle on the 25th, and proceeded with the examination of applicants for state papers. Present, Bean, Kerr, Lawrence and Bingham.

The examination was continued on the 26th, conducted by Messrs. Kerr and Lawrence.

On Thursday, August 27th, all members being present except Professor Taylor, the examination was continued and state certificates were granted to the following named persons:

Arthur J. Collins, on a University of Washington diploma (B. Ph.).

James W. Buchanan, on a National Normal University diploma (B. A.).

Depalmer G. Wakefield, on a University of Washington diploma (B. S.).

Mrs. Mina V. Patrick, on a Pennsylvania state normal diploma (Clarion).

A life diploma was granted to Francis M. Neel, on a Washington territorial certificate.

August 28th was devoted to examinations, conducted by Messrs. Kerr and Lawrence.

On Saturday, the 29th, the board convened, with Supt. C. W. Bean, R. C. Kerr, J. G. Lawrence and R. S. Bingham present.

State certificates were granted to the following named persons:

Lillie P. White, on a Lincoln University diploma (B. Ph.).

Benjamin F. Bullard, on a University of Illinois diploma (B. S.).

Nettie M. Whitney, on a Puget Sound University diploma (B. Lit.).

On papers identical with the last named, state certificates were granted to Ida R. Pratt, John A. Pease, Emma J. Elder, Alice A. Titlow, William F. Grass and Orello C. Whitney.

James Keho received a state certificate on examination.

Life diplomas were granted to the following named persons:

Ida I. Bellows, on examination.

William F. Bailey, on a South Dakota state certificate.

William G. McCarthy, on a Washington state certificate.

Lizzie P. Butler, on a Pennsylvania state normal diploma. (Edinboro.)

Minta Foster, on a Washington territorial life diploma.

Adjourned till the 31st.

State board convened at Hotel Butler on the 31st of August, at 2 P. M. Present, Supt. C. W. Bean, R. C. Kerr and J. G. Lawrence, the latter acting as secretary.

A life diploma was granted A. M. Johnston on examination.

State certificates were granted on Puget Sound University diplomas (B. Lit.) to the following named persons: Bessie L. Hargear, Rose Rohilla Wheeler, Lydia J. Graham, George A. Croxford, Florence Bossé, Eleanor S. Osborn, Nellie May Thompson, Katherine H. Graham, Effie E. Rice, Elizabeth Larimer, and Mabel Pickard.

State certificates were granted, on examination, to Richard J.

Schusman, Florence Farnham, Arthur T. Williams, Mary D. Carew, R. M. Wansbrough, J. C. Moss, and Emma C. Nevin.

A state certificate was granted to Henry M. James on a Williams College diploma (B. A.).

The board then proceeded to consider needed changes in the course of study for common schools to adapt it to the new text books, and also the adoption of a course of study for high schools. Pending the discussion of these matters, the board adjourned to meet at 8 A. M. on the 1st of September.

Board met on the 1st of September, 1896, pursuant to previous adjournment. Present, all members except Professor Taylor.

The course of study for the common schools of the state was amended and the amendments ordered printed in the form of a supplement to the Teachers' Manual. A course of study for high schools was then adopted, when the board adjourned *sine die*.

COURSE OF STUDY FOR HIGH SCHOOLS.

FIRST YEAR.

	ENGLISH COURSE.	SCIENTIFIC COURSE.	LATIN COURSE.
First term.	Algebra. Physical Geography. Grammar and Composition. Option—Bookkeeping or Drawing recommended.	Same as English Course.	Substitute Latin for Option in each term.
Second term.	Algebra. Physical Geography or Option. Grammar and Composition. Option.		

SECOND YEAR.

First term.	Plane Geometry. Rhetoric. Civics or Option. Botany.	Same as English Course.	Plane Geometry. Botany or Rhetoric. Civics. Latin.
Second term.	Plane Geometry. Rhetoric. Botany. Option.		Plane Geometry. Botany or Rhetoric. Latin. Option.

THIRD YEAR.

First term.	Algebra. Physics. Literature. Option.	Algebra. Physics. Literature. German or French.	Algebra. Physics. Latin and Roman Hist. German.
Second term.	Higher Arithmetic. Literature. Physics. Option.	Higher Arithmetic. Physics. Literature. German or French.	Higher Arithmetic. Physics. Latin and Roman Hist. German.

FOURTH YEAR.

	ENGLISH COURSE.	SCIENTIFIC COURSE.	LATIN COURSE.
First term.	Solid Geometry. Chemistry or Zoölogy. Political Economy or Option. General History.	Solid Geometry. Chemistry or Zoölogy. German or French. General History.	General History. Chemistry or Zoölogy. German. Latin and Grecian Hist.
Second term.	Trigonometry or Option. Chemistry or Zoölogy. Elementary Psychology or Option. General History.	Trigonometry or Option. Chemistry or Zoölogy. German or French. General History.	General History. Chemistry or Zoölogy. German. Latin and Grecian Hist.

CLASICAL COURSE—First and Second year, same as Latin Course; Third and Fourth year, same as Latin Course except that Greek is substituted for German.

It is recommended that in the above schedule each subject be taught five times a week in periods of not less than forty minutes, and that a year be considered thirty-six weeks.

The foregoing course for high schools is designed for those schools which are able to maintain a course of four years. If a shorter course is desired, any school may adopt the first three years as a three-year course or the first two years as a two-year course.

SYNOPSIS OF THE PROCEEDINGS OF THE THIRD BIENNIAL CONVENTION OF COUNTY SUPERINTENDENTS.

On the 3d day of April, 1895, the third biennial convention of the county superintendents of the State of Washington was called to meet at Tacoma on the 30th day of April and the 1st and 2d days of May, 1895.

The following programme was prepared by the superintendent of public instruction:

PROGRAMME.

THIRD BIENNIAL CONVENTION OF COUNTY SUPERINTENDENTS, HELD AT TACOMA, WASH., APRIL 30 AND MAY 1 AND 2, 1895.

TUESDAY, APRIL 30, 1895.

MORNING.

9:30. The county superintendent as a factor in the public schools.....E. L. Brunton, Supt. Walla Walla County
Discussion, led by.....Supt. T. N. Henry
Topics for oral discussion:
I. Supervision of schools.....Supt. I. N. Lafferty
II. County superintendent's records.....Supt. D. S. Jennings
III. Formation and alteration of districts.....Supt. H. B. Ridgely
IV. Vacancies and appointments.....Supt. J. W. Emmert
V. Apportionment and division of moneys.....Supt. O. J. Smith

AFTERNOON.

1:30. Limitations of the county superintendent.....J. M. Hitt, Supt. Whatcom County
Discussion, led by.....Supt. A. C. Butcher
2:30. School visitation.....J. A. Hutcheson, Supt. Chehalis County
Discussion, led by.....Supt. J. F. Brown
Topics for oral discussion:
I. How to render a visit inspiring.....Supt. E. V. Kuykendall
II. The course of study, and how enforce it.....Supt. E. S. Stevens
III. Records and reports.....State Superintendent

WEDNESDAY, MAY 1, 1895.

MORNING.

9:00. The natural teacher.....G. M. Jenkins, Supt. Kittitas County
Discussion, led by.....Supt. H. J. Langfitt
10:00. A model director.....J. E. Lease, Supt. Lewis county
Discussion, led by.....Supt. Z. Stewart
Topics for oral discussion:
I. Relation of teacher to directors.....Supt. Ella L. Guptill
II. Teachers' salaries.....Supt. Chas. N. Winger
III. Attendance of non-residents.....Supt. J. E. Leader

AFTERNOON.

1:30. Stimulating teachers to greater professional activity.....
.....Miss Ella L. Guptill, Supt. Clallam County
Discussion, led by.....Supt. W. B. Davis
Topics for oral discussion:
I. Teachers' reading circles.....Supt. J. W. Woolverton
II. Teachers' institutes.....Supt. G. B. Gunderson
III. Normal schools.....Supt. E. F. Elliott
3:00. The superintendent's mission.....C. M. Ryman, Supt. Klickitat County
Discussion, led by.....Supt. T. H. Adams
Changes in the school laws.....State Superintendent

THURSDAY, MAY 2, 1895.

MORNING.

9:00. Coöperation of school officers, teachers and patrons...H. R. Cox, Supt. Pierce County
Discussion, led by.....Supt. T. L. Dyer
Topics for oral discussion:
I. Relation of county superintendent to city superintendents and principals.....Supt. J. M. Layhue
II. Relation of teacher to county superintendent.....Supt. U. G. Edwards
III. Examining boards.....Supt. Eliza G. O'Keefe

AFTERNOON.

1:30. I. State publication of text books.....Supt. W. S. Dover
II. Needed changes of text books.....Supt. Frank Marble
III. General discussion of miscellaneous topics and queries.
IV. Report of committee on resolutions.

EVENING MEETING.

Tuesday.....Reception and address of state superintendent.

The convention assembled in the county court house at 10 o'clock A. M. and was called to order by Hon. C. W. Bean, superintendent of public instruction. The following counties were represented by their respective county superintendents: Adams, J. W. Emmert; Chehalis, J. A. Hutcheson; Clallam, Miss Ella L. Guptill; Clarke, I. N. Lafferty; Columbia, H. B. Ridgely; Cowlitz, T. H. Adams; Douglas, J. W. Woolverton; Garfield, E. V. Kuykendall; Island, Mrs. Mary E. Jenne; Jefferson, U. G. Edwards; King, J. M. Layhue; Kitsap, C. N. Winger; Kittitas, Geo. M. Jenkins; Lewis, J. E. Lease; Lincoln, E. F. Elliott; Mason, G. B. Gunderson; Pacific, E. S. Stevens; Pierce, H. R. Cox; San Juan, T. L. Dyer; Skagit, Will B. Davis; Snohomish, H. J. Langfitt; Spokane, Z. Stewart; Walla Walla, E. L. Brunton; Whatcom, J. M. Hitt; Whitman, A. C. Butcher; Yakima, J. F. Brown.

Organization was effected by the election of Supt. E. L. Brunton of Walla Walla as secretary and Mrs. M. E. Jenne of Island as assistant.

As a committee on resolutions the chair appointed Superintendents Jenkins, Hitt, Layhue, Cox and Brunton.

Regular sessions were held forenoon and afternoon of each day, the time being busily occupied in the discussion of the various topics of the programme as outlined.

On Tuesday evening, April 30, a reception was tendered the visiting superintendents in the rooms of the chamber of commerce where the following programme was rendered:

Address of welcome on behalf of citizens of Tacoma, Mayor Orr.

Welcome on behalf of city schools, Supt. H. M. James.

Response by Supt. J. M. Hitt of Whatcom county.

Recitation, "Betsy at the World's Fair," Mrs. Haskell.

Address, "Progress and Fads," State Supt. C. W. Bean.

At the close of the convention the following resolutions, reported by the committee, were adopted as representing the sense of the convention in regard to the various topics discussed during the meetings:

STATE TEACHERS' READING CIRCLE.

Resolved, That it is the sense of the county superintendents that the establishment of the state teachers' reading circle among the teachers is an important factor in elevating the standard of professional culture, and that some record should be made and due credit be given for faithful work in the subjects prescribed.

SUPERINTENDENTS.

Resolved, That the county superintendent should aim to become personally acquainted with the children in each district, having familiar talks with them and their teachers in regard to their work and difficulties.

2. The superintendent should inspire others by being himself full of inspiration and enthusiasm.

3. He should pay particular attention to and note the sanitary condition of the school house and out buildings.

CERTIFYING TEACHERS.

Resolved, That the state board of education be asked to embody in the method of examining teachers so much of the Pennsylvania plan as will allow a specific credit for practice or personal experience in teaching.

FORMATION OF SCHOOL DISTRICTS.

Resolved, 1. At an official hearing duly appointed, the presence of the petitioners in its behalf is not necessary to authorize action on a petition.

2. The superintendent should not include in his notices of a hearing on a petition any different territory than that named in the petition.

3. He can, however, grant or deny boundaries varying from those asked, provided no territory is affected except such as was included in the notices posted.

4. County commissioners, acting on an appeal from a county superintendent, can only affirm or deny his decision as a whole.

VACANCIES.

Resolved, 1. Resignation of school district officers should be tendered to the county superintendent.

2. Written notices of resignation or of removal should be required by county superintendents in self-defense.

NORMAL SCHOOLS.

Resolved, That it is the sense of this convention that the state normal schools of this state should receive the hearty co-operation of the county superintendents.

CO-OPERATION OF OFFICERS.

Resolved, That county superintendents should encourage the co-operation of teachers, directors and patrons, by holding meetings whenever practicable, and that meetings of district officers of the county, similar to teachers' meetings or to this present meeting, would be highly beneficial.

RECORDS.

Resolved. 1, That county superintendents' records, when segregated and kept in several books, are legal records and preferable to those kept in a single book.

2. Records must be signed in order to be legal.

3. A good set of record books should include:

(1) A general record book.
(2) Boundary book.
(3) Visiting book.
(4) Examination and certificate register.
(5) Roster of district officers.
(6) Apportionment book.

STATE PUBLICATION OF TEXT BOOKS.

Resolved, That a committee of three be elected by ballot from among the county superintendents, whose duty it shall be to make a thorough study of the subject of state publication of text books—its history and cost in every state where the plan has been already tried; and it shall be the duty of such committee to report a summary of those facts, together with a recommendation of such a plan as in their judgment shall seem wise for this state to pursue on this subject, which report shall be forwarded to each county superintendent not later than March 1, 1896, with the request that the superintendent report to this committee his vote on the adoption by the body of county superintendents of such recommendation. If it shall appear from this vote that a definite course of action is acceptable to a two-thirds majority of the county superintendents, it shall be the duty of this committee to report this fact to each county superintendent, and said committee is thereupon constituted a special committee to use any measures appropriate to enforce the wish of the county superintendents on the legislature of 1897.

The committee selected in accordance with the last resolution above was composed of Superintendents Hitt, Lease and Elliott.

MECHANICAL ENGINEERING BUILDING--WOOD WORKING DEPARTMENT.

STATE CERTIFICATES AND STATE LIFE DIPLOMAS.

RULES OF THE WASHINGTON STATE BOARD OF EDUCATION ADOPTED FOR THE GOVERNMENT OF THE BOARD AND FOR THE INFORMATION AND GUIDANCE OF APPLICANTS FOR STATE CERTIFICATES AND LIFE DIPLOMAS.

This circular presents the rules of the state board of education of Washington, as adopted by that body on the 29th day of December, 1891, and amended on the 7th day of June, 1893, and June 6, 1895.

WHEREAS, It is provided in section 8 of chapter XII, Laws of 1889-90, as amended by Laws of 1895, that no state certificate shall be granted to any person in this state except such as shall have filed with the state board of education satisfactory evidence of having taught at least twenty-seven months, at least nine months of which must have been in the public schools of this state, and that no life diploma shall be granted to any person except such as shall have filed with said board satisfactory evidence of having taught at least ninety months, at least fifteen of which must have been in the public schools of this state, thus leaving said board to determine for itself what shall constitute such satisfactory evidence: therefore, be it

Resolved by said state board of education:

1. That in all cases an affidavit of the applicant, or of some other person known to said board, will be required to be filed by the applicant with the board, which affidavit must state the entire time which he or she has taught, and also the length of time that he or she has taught in the state or territory of Washington.

2. That an applicant for a state certificate or life diploma in this state, basing his application upon a state or territorial certificate or diploma from any other state or territory, shall file with the state board of education an affidavit enumerating the branches in which he was examined in obtaining the certificate or diploma upon which his application is based, unless those branches are enumerated in said certificate or diploma, and where possible give percentages obtained in the different branches; and that any applicant basing his application upon a diploma from any state normal school, or who is a graduate from the classical, scientific, philosophical or literary courses of the University of the State of Washington, or of any other university, college or institution of learning whose requirements for entrance and graduation are equal to those of the University of Washington, and which is legally authorized to grant diplomas, shall file with the board an affidavit specifying the branches embraced in the course of study pursued by said applicant in said school, with a state-

ment of the length of time occupied in the completion of said course of study, together with standings as above: *Provided*, That all applicants for state certificates of any kind must file satisfactory evidence of having taught successfully twenty-seven months, at least nine of which must have been in the public schools of this state.

3. An applicant for a primary state certificate must first obtain a first grade county certificate on examination before some county board of examiners in this state. He may then file an application with the state board for such primary state certificate, when the board will order his manuscripts written at said county examination to be filed with them for examination. If said manuscripts are satisfactory, the board will examine the applicant in the subjects of school management, methods of primary teaching and history of education. If said examination is satisfactory, the applicant will be granted a primary state certificate, valid for five years, and authorizing the holder to teach in any department of a public school of this state composed exclusively of pupils in the first four years of the school course.

4. That persons holding Washington territorial certificates or diplomas may be granted state certificates or life diplomas upon filing evidence with the state board of having taught the time required by law for said certificate or diploma, and upon the payment of the requisite fee. Applicants for state certificates or life diplomas failing to complete the list of subjects at any regular designated examination conducted by the board may finish said list of subjects at any subsequent examination held within the calendar year.

5. That applicants for state certificates and life diplomas basing their applications upon results of an examination shall be required to attain an average of 90 per cent. in the branches required by law, but no applicant shall be entitled to receive such certificate or diploma who shall fall below 90 per cent. in either arithmetic or grammar, or 70 per cent. in any other branches.

6. That any person holding a valid state certificate in this state may be granted a life diploma upon filing satisfactory evidence of having taught the requisite ten years and upon payment of the lawful fees.

7. That the word "state," as used in line four, page 11, section 8, title III of the School Laws of the State of Washington, is construed to mean the commonwealth, or the body politic, whatsoever the form of government, that assumes to control and support public education; that a state normal school is one that is sustained at the public expense of such commonwealth or body politic as a part of the system of popular education.

STATE EXAMINATION QUESTIONS.

(Sample list.)

EXAMINATION AT TACOMA, WASH., JULY 7–10, 1896.

ORTHOGRAPHY.

1. Spell the following, using capital letters to begin proper names only: Accomplice, collectible, deceit, deciduous, indelible, cognac, petroleum, lattice, sarsaparilla, guy, gauge, hiccough, imbecile, sidereal, maelstrom, tortoise, Bering, deplete, Antilles, until, erysipelas, Baton Rouge, miasma, hygiene, Louisiana. (60 credits.)

2. Use each of the first five words in a sentence.

3. Analyze and define: Agent, frangible, inalienable, discredit, capital.

4. Give the rule in reference to doubling the final consonant of a word when a suffix is added.

5. Distinguish between the following synonyms: Convince, persuade; temperance, abstinence; custom, habit; human, humane; surprised, astonished.

6. Write English equivalents for the following foreign expressions: Sine die, verbatim, nota bene, ex officio, idem.

ARITHMETIC.

1. Why may you annex ciphers to a decimal or prefix them to an integer without altering the value thereof?

2. What number must be added to 479 so that 75 times the sum may be less by 30 than 95 times 399?

3. Give some proof that the value of a fraction remains unaltered if the numerator and denominator be either multiplied or divided by the same number.

4. State clearly what you understand by the expression $.\dot{3}\dot{4}$.

5. How many days of 12 hours each will 100 men take to perform a piece of work which 45 men can do in 16 days of 10 hours each?

6. What must be the price of a 6 per cent. stock in order that money invested in it may yield 4½ per cent. per annum?

7. Find the cost of painting the outside of a cube whose diagonal is $4\sqrt{3}$ feet, at 12 cents a square foot.

8. If the hands of a clock coincide every 65 minutes, how much does the clock gain or lose in a day?

9. What is the least sum of money which when divided equally among 20, 25, 36 or 48 persons leaves 50 cents over in each case?

10. One egg contains as much nutriment as 3 ounces of beef. If eggs are worth 20 cents a dozen and beef 11 cents a pound, which is the cheaper diet?

GRAMMAR.

1. Analyze or diagram:

> "None knows his lineage, age or name;—
> His locks are *like* the *snows* of Caucasus; his eyes
> Beam with the wisdom of collected ages,
> In green, unbroken years he sees, 'tis said,
> The generations *pass like* autumn *fruits*
> Garnered, consumed, and springing fresh to life
> Again to perish."

2. Parse the italicised words in the above.

3. What is a complex sentence? A clause? A dependent clause? A restrictive clause?

4. Write a sentence containing a restrictive adjective clause and one containing an adjective clause that is not restrictive. Underline the clauses and explain the punctuation.

5. Write sentences containing (1) a direct quotation, (2) an indirect quotation, (3) a direct question, (4) an indirect question. Underline your examples in each case.

6. Write two plurals of each of the following nouns and explain the difference in meaning or use: Index, genius, brother, die, penny.

7. Change the voice of the verbs in each of the following sentences: (*a*) This artful fellow has imposed upon us all. (*b*) The teacher did not even touch upon this question. (*c*) All of his friends laughed at him. (*d*) They must allow us the right to vote. (*e*) He was offered a pension by the government.

8. Re-write the following, using the correct verb, and giving your reasons: (*a*) If he (be) (is) discreet he will succeed. (*b*) She said, "If I (was) (were) a man I would go." (*c*) If Henry (was) (were) in the garden I did not know it. (*d*) O, that I (was) (were) as in days past! (*e*) The mind shall banquet, though the body (pines) (pine).

9. Parse italicised words in the following: (*a*) Custom renders the feelings *blunt*. (*b*) One touch of nature makes the whole world *kin*. (*c*) He sent his daughter *home*. (*d*) The *smith*, a mighty man is he. (*e*) I felt my heart *beating* faster.

10. Which should receive the most attention in teaching grammar—parsing, analysis, or correcting false syntax? Why?

U. S. HISTORY AND CONSTITUTION.

1. Had the Indians any form of government when the Europeans first came to America? What were their leaders called? What name was given to their dwellings? What cooking utensils were used? How did they secure their food? Of what did they make their clothing?

2. What was the principal purpose that actuated the early discoverers and explorers of America? Who was the principal one to be benefited—the individual, his sovereign, his native country or the church?

3. Four different, strong nations took part in the colonization of the United States. Why do you think England succeeded in gaining control?

4. What are the principal differences between the governments of the United States and Great Britain?

5. Tell something of the following persons: Lord North, William Pitt, Samuel Adams, Robert Morris, Patrick Henry.

6. Give the names of the presidents who occupied the position during the different wars in which the United States has engaged.

7. Name five events of Cleveland's second administration that will pass into history.

8. Why is it that the United States is not responsible for the Confederate war debt and for property destroyed by the Confederate soldiers?

9. How many men compose the president's cabinet? The United States senate? The house of representatives?

10. Name three living American poets and three that are dead. Three historians. Three of the best prose writers. Three of our ablest statesmen. Three of our greatest generals.

GEOGRAPHY.

1. What determines the position of the polar circles and the tropics?

2. Define meridian, circle, longitude, latitude, equator, pole, prime meridian, zone, season, degree?

3. What is the principal river system of the United States? Name five states drained by it.

4. What are the products of Germany? France? Italy?

5. Name three of the principal rivers in three of the grand divisions of the earth, telling where they rise and into what they flow.

6. What is the form of government of England? Prussia? Germany? France? Turkey?

7. Name the countries of South America, mentioning the capital of each.

8. Locate the following islands: Cuba, Falkland, Tasmania, Zanzibar, Hainan.

9. Give in general outline the relief of North America.

10. Explain the analytical and the synthetical methods of teaching geography, and tell which you use. If you use both, tell in what grades you use each, and give psychological reasons for such use.

ALGEBRA.

1. Name and define (a) three symbols of operation, (b) three of relation and (c) three of abbreviation.

2. Write three useful formulas and give illustrations.

3. At what age should a pupil begin the study of algebra? Why?

4. Multiply x^2-x+1 by $\frac{1}{x^2}+\frac{1}{x}+1$.

5. State and prove four principles used in solving simple equations.

6. Give three methods for the solution of quadratic equations, illustrating each by an example.

7. Multiply $4a\left(\frac{3a^2}{8b}\right)^{\frac{1}{2}}$ by $\frac{1}{3}a\left(\frac{3}{2b}\right)^{\frac{1}{2}}$.

8. Rationalize $\sqrt{8}-\sqrt{1}-\sqrt{3}$.

9. Given $\sqrt{x}+\sqrt{x-7}=\frac{21}{\sqrt{x-7}}$, to find x.

10. At the review of an army, the troops were drawn up in a solid mass 40 deep, when there were just $\frac{1}{4}$ as many men in front as there were spectators. Had the depth been increased by 5 and the spectators drawn up with the army, the number of men in front would have been 100 less than before. Find the force of the army.

THEORY AND PRACTICE OF TEACHING.

1. Discuss attention.
2. Define judgment, precept and concept.
3. Which sense acts most rapidly—touch, sight or hearing? Which is most reliable?
4. Mention five writers on psychology, and five persons who work in the field of experimental psychology.
5. Discuss the "100 per cent." method in percentage, mentioning its chief merits and defects.
6. Discuss the analytic and the synthetic methods of teaching geography. When may each be used?
7. What does modern education owe to Greece?
8. What are "the humanities"?
9. Discuss the teacher's relation (*a*) to the school, (*b*) to the community, (*c*) to the profession.
10. What can a teacher do through the pupil's surroundings at school to secure good government?

SCHOOL LAW AND STATE CONSTITUTION.

1. How is the county superintendent chosen? How are vacancies in the office filled?
2. When are annual elections held in rural school districts? When in cities of over 10,000? How many directors in each of these classes of districts?
3. Give briefly the provisions of the law relating to teachers' institutes.
4. How and when is the annual school census taken? What classes of persons are enumerated?
5. What are the conditions of securing a state primary certificate?
6. For how long are the following elected: Superintendent of public instruction? County superintendents? Directors? Clerks?
7. What are the three branches of our state government? What is the nature of the duties of each branch?
8. How often does the state legislature meet? How long may it remain in session?
9. How may the permanent state school fund be invested? What provision is made against its loss?
10. What are the provisions of the constitution relating to convict labor and alien ownership of land.

ZOÖLOGY.

1. Name the lowest branch, class and order of animal life.
2. Discuss vivisection as a part of the study of zoölogy in our public schools.
3. Name and classify as many as you can of the mammalia and aves that are indígenous to Washington.
4. Give the class, order and family of the honey bee.
5. Name the principal differences between the monkeys of the Old World and those of the New.

6. Name two fossil animals and classify them.

7. Define Felidae and Canidae and give the distinguishing characteristics of each. Name three animals of each family.

8. Classify the spider, house fly, centipede.

9. Name the principal fruit pests of Washington.

10. Where in the course of study would you place zoölogy? What is its value as a thought study?

READING.

1. Define oral reading and mention the physical requisites for good oral reading.

2. "Alone, alone, all, all alone,
Alone on a wide, wide sea;
And never a saint took pity on
My soul in agony."—*Coleridge.*

What is the proper rate, pitch and power for the above? Mark the stanza for scanning.

3. Define stress, emphasis, monotone and inflection.

4. What are the principal merits and the principal defects of the Word Method of teaching beginners to read?

5. Give arguments for and against the plan of substituting United States history for the Fifth Reader.

Read a selection designated by the examiner. (50 credits.)

PHYSICS.

1. What is the weight of a cubic decimeter of water?

2. How many pounds do you weigh? Express it in kilograms.

3. A railway train moves at the rate of 40 miles an hour. Express its velocity per second in feet.

4. What is the horse-power of an engine that can do 1,650,000 foot-pounds of work in a minute?

5. How long must a pendulum be to oscillate once in 3½ seconds?

6. How much weight will a cubic foot of stone lose in water?

7. What is the greatest elevation over which water can be carried with a siphon?

8. Why does the sound of a circular saw cutting through a log fall in pitch as it enters the log?

9. Explain the formation of inverted images by rays of light passing through small apertures.

10. Upon what does the E. M. F. of a dynamo depend?

ENGLISH LITERATURE.

1. Define conciseness, verbosity and sublimity.

2. Compare the style of Edmund Burke with that of G. W. Cable.

3. Who wrote "The Federalist"? "The Alhambra"? "The Excursion"? "Hohenlinden"? "Irish Melodies"?

4. What authors best teach kindness to animals? Why?

5. Name the best production of each of the following: N. P. Willis, W. H. Prescott, Charlotte Bronte, Thomas Hood, Alice Carey.

6. Is the love of good literature growing? Are you helping it along? How?

7. Give quotations from O. W. Holmes, Patrick Henry, Francis Bacon, Bishop Heber, Will Carlton.

8. Name the best five American authors. Give reasons.

9. Name some recently coined words and some that have become obsolete.

10. Give an outline of Poe's masterpiece.

GEOMETRY.

1. Define triangle, circle, polygon, square, rhombus, theorem, lemma, demonstration, corollary and hypothesis.

2. Define and illustrate by figures the following terms: Equal, congruent, similar, equivalent.

3. Divide an angle into four equal parts.

4. If any side of a triangle is produced both ways, the exterior angles so formed are together greater than two right angles. Demonstrate.

5. Construct a rectangle equal to the difference of two squares.

6. The line joining the middle points of two parallel chords of a circle passes through the center. Demonstrate.

7. Describe a circle to pass through two given points and have its centre on a given straight line. When is this impossible?

8. Illustrate fully the meaning of the geometrical term "locus."

9. Illustrate the "doctrine of limits."

10. Divide a straight line into five equal parts.

PHYSIOLOGY AND HYGIENE.

1. Describe the blood corpuscles.

2. What is the diaphragm? What are its uses?

3. What are the functions of the nerves?

4. Name the uses of reflex action.

5. What are the effects of tobacco on the young?

6. Describe the eyelids.

7. What are the uses of the lenses of the eyes?

8. Upon what does the quality of the voice depend?

9. Name the uses of pain.

10. Describe the effects of impure air.

GENERAL HISTORY.

1. Compare Athens with Sparta.

2. Describe the battle of Chalons or that of Salamis.

3. What was the "Magna Charta"? "Bill of Rights"?

4. What is meant by the English Commonwealth of 1649 to 1660?

5. What is meant by "The Renaissance"?

6. Who formed the first Roman Triumvirate? The second?

7. Write a brief history of Spain.

8. Write a brief biography of Zenobia or Mary Queen of Scots.

9. Give an account of the fall of Constantinople.

10. Who were the Whigs? The Troubadours?

BOOKKEEPING.

1. John Doe bought lumber of Samuel Smith as follows:

16 pcs. 2 by 6, 18 ft.
14 pcs. 2 by 4, 16 ft.
4 sills 10 by 12, 12 ft.
2 sills 10 by 12, 18 ft.
60 boards 1 by 14, 18 ft.

Make a neat receipted bill for the above at $10.50 per M.

2. Define account, acceptance, remittance, due bill, trial balance.

3. Journalize the following transactions and write all notes, drafts and other papers necessary in making them, making all necessary endorsements on them:

Aug. 1, 1895. Bo't mdse. of L. Jones & Son for $1,625, paying $1,000 in cash and my note to balance at 60 days, int. 1 per cent. per month.

Bo't stationery for use in store for $16.40 cash.

Aug. 2.—Sold mdse. to A. Long for $325, accepting note of S. Johnson favor of E. W. Williams, endorsed by A. Long, date June 1, '95, time 6 mos., int. 10 per cent. Face of note $155. (No discount.) Cash to balance.

Aug. 3.—Accepted a counterfeit twenty-dollar bill for mdse. to the amount of $17.40, paying cash in change. Surrendered the bill to an officer. Bo't mdse. of B. W. Cole, $142, giving dft. of First Nat. Bank of Tacoma on Bank of British Columbia, payable to my order, amt. $240. Balance on account.

4. Describe the six-column journal. What are its advantages?

BOTANY.

1. Define botany, systematic botany, flora, phenogamous and cryptogamous.

2. Mention the essential and the non-essential parts of a complete flower.

3. Name three leaf shapes, three bases, three apexes and three kinds of venation. What is phyllotaxy?

4. Name the parts of the drupe or stone fruit, and name three common kinds of drupes.

5. Define dehiscence, follicle, capsule, pepo, legume.

6. What is the function of the stomata? How are the earthy properties taken into the plant, and why found more in the leaf than elsewhere?

7. What is so largely taken up by plants that is destructive to animal life?

8. Describe the action of the drosera, or sun dew. Of the venus fly-trap.

9. What is chlorophyll? What is the cambium layer?

10. From a psychological point of view, what is the value of the study of botany? Where should it be placed in the curriculum? Discuss elementary botany in primary schools.

GEOLOGY.

1. How are soils formed?

2. What are the differences between granite and sandstone?

3. Describe the Yellowstone geysers.
4. Define rock, dip and strike.
5. Describe the process of petrifaction.
6. What are metamorphic rocks?
7. Name the agents of erosion.
8. What caused the glacial epoch?
9. How are bars formed at the mouth of a river? How does the government remove them?
10. What are fissures? Faults?

COMPOSITION.

1. What are figures of speech? Define simile, metaphor, metonymy and personification.
2. What are the parts of an essay or an oration?
3. Write an outline of an essay on one of the following topics:
   (*a*) How can true patriotism be best taught in the public schools?
   (*b*) The issues in the pending presidential election.
   (*c*) What is the best method of teaching composition in the grammar school?
4. Following your outline, write an essay of not fewer than two hundred words on one of the topics given.
5. Point out an example of simile, metaphor, metonymy, personification and comparison in your essay.

COUNTY EXAMINATIONS.

RULES AND REGULATIONS PRESCRIBED BY THE STATE BOARD OF EDUCATION OF WASHINGTON, FOR THE GOVERNMENT AND GUIDANCE OF COUNTY BOARDS OF EXAMINERS IN THE EXAMINATION OF TEACHERS.

(To be read by the County Superintendent at the opening of the examination.)

1. The county superintendent shall have the exclusive handling of questions until the day of the examination, at which time they shall be opened in the presence of the applicants.

2. The county board of examiners shall refuse to issue a certificate to any applicant who shall give or receive assistance in the examination.

3. Applicants who were absent at its opening, must not be admitted to the examination except by the unanimous consent of the county board of examiners.

4. The program of examination must be followed. The superintendent must distribute the questions upon a given subject at the same time to all applicants, and no recess shall be allowed until the subject is finished.

5. All papers must be written in ink, and the name of the subject must be written at the top of every paper.

6. In spelling, Webster's Dictionary shall be the authority.

7. In arithmetic, when right principles are employed, an incorrect answer shall diminish the credits not more than one-fifth.

8. In mental arithmetic, give complete written analysis.

9. In grammar, make allowance for different authorities.

10. Penmanship shall be graded upon the paper prepared in answer to general questions.

11. The answers on theory and practice of teaching should receive credits if they show intelligence, though they do not conform to the peculiar theories of any member of the board of examiners.

12. No question prescribed by the state board of education shall be set aside by the county board of examiners.

13. SCALE OF MARKING.

Orthography, Arithmetic (Mental and Written), Grammar, United States History and Constitution, Theory and Practice, School Law and State Constitution, Physiology, Geography, Reading, Writing, Algebra, Philosophy, and Literature, each 100 credits. Total credits, 1,300.

For First Grade Certificates, applicants must receive 1,170 credits according to the above scale, and must not fall below 90 per cent. in either arithmetic or grammar, nor below 70 per cent. in any other branch, and must have taught at least one school year of nine months.

For Second Grade Certificates, applicants must receive 750 credits, and must not fall below 75 per cent. in either arithmetic or grammar, nor below 60 per cent. in any other branch.

For Third Grade Certificates, applicants must receive 600 credits, and must not fall below 60 per cent. in either arithmetic or grammar: *Provided*, That after November 1, 1895, applicants for Third Grade Certificates must receive 650 credits, and must not fall below 60 per cent. in arithmetic or grammar, nor below 50 per cent. in any other branch.

PROGRAMME OF EXAMINATION.

THURSDAY.—Morning session: Begin at 9 o'clock; Orthography, Arithmetic. Afternoon session: Begin at 1:30 o'clock; Grammar, Theory and Practice of Teaching.

FRIDAY.—Morning session: Begin at 9 o'clock; History and United States Constitution, Physiology. Afternoon session: Begin at 1:30 o'clock; Geography, School Law and State Constitution, Reading.

SATURDAY.—Morning session: Begin at 9 o'clock; Algebra, Philosophy. Afternoon session: Begin at 1:30 o'clock; Literature.

SUGGESTIONS.

1. In order that all applicants may be treated impartially, it is suggested that a system of numbering be used, and that the examining board, in every way possible, seek to avoid knowing the ownership of papers until final results and grade of certificate are determined.

2. That oral reading be graded upon articulation, pronunciation and expression, and that the applicants be tested in both prose and poetry.

COUNTY EXAMINATION QUESTIONS.

(Sample list.)

February, 1895.

ORTHOGRAPHY.

1. Spell the following, using capital letters to begin proper names only:

1. wainscot.	10. ridicule.	19. mischievous.
2. venison.	11. retrospect.	20. licorice.
3. vaccinate.	12. respite.	21. gallows.
4. uncouth.	13. prosody.	22. Montpelier.
5. Honduras.	14. Melbourne.	23. evasive.
6. tedious.	15. prelate.	24. economical.
7. strychnine.	16. plagiarism.	25. Des Moines.
8. sanguine.	17. palsied.	
9. Morocco.	18. Cincinnati.	(50 credits.)

2. Annex *ly* to day, man, shy. Annex *ed* to confer, plan, fine. Write proper abbreviations for ounce, Major General, New Mexico and Missouri.

3. Give the meaning of each of the following affixes: Ad, circum, con, e, per, un, let, ly, er, dom.

4. What is articulation? Define accent, and name the kinds.

5. Of what should the spelling lessons of a Fourth Reader class consist? How would you conduct the spelling recitation of a class of this grade?

6. Give short words containing the different sounds of *i*, placing the proper diacritical mark over the letter in each case.

ARITHMETIC.

Mental.

1. A earns two-thirds as much as B, B earns three-fourths as much as C, and they all together earn $108. What amount does each earn.

2. If 3 horses eat three-fourths of a ton of hay in a month, how long will five-sixths of a ton last five horses?

3. Two men engaged to build a boat for $84; the first labors as many days as the second plus six days, and receives $48. How many days does each labor?

4. A merchant asked for cloth 20 per cent. more than cost, but sold it for one-third of his asking price. What was the loss per cent.?

5. The amount of D's money for two years at 5 per cent. is $60 more than its interest for nine years at 10 per cent. How much money has he?

Written.

6. What is arithmetic? Define its four fundamental operations. Distinguish between operations and rules.

7. A wishes to fence his homestead of 160 acres in the form of a square and his preëmption containing the same amount of land in the form of a rectangle whose length is four times its breadth. If the entire cost of fencing is $1 per rod, which farm will it cost more to fence, and how much?

8. Why divide by 15 in reducing longitude to time? Explain fully.

9. Multiply the sum of $2\frac{7}{10}$ and $1\frac{5}{8}$ by their difference, expressing the product decimally.

10. A man bought the following bill of lumber at $11.75 per M:

5 pcs. 6x8, 20 ft.
3 pcs. 4x8, 18 ft.
125 pcs. 2x4, 16 ft.
108 pcs. 2x8, 14 ft.

Make out a neat receipted bill.

GRAMMAR.

1. Define voice, case, conjugation, synthesis and comparison.

2. Write the plural form, respectively, of hero, mouse, gypsy, thou, goose; also, the feminine words corresponding, respectively, to bachelor, gentleman, wizard, earl and duke.

3. Name the different classes of sentences with regard to form. To structure.

4. Name the classes of conjunctions, and give three words that may be used as either prepositions or conjunctions.

5. Give a sentence illustrating the correct use of each of the following punctuation marks: Dash, colon, semicolon and exclamation point.

6. Conjugate the verb *raise* in the third person singular of all the tenses of the potential mode, passive voice.

7. State when the subjunctive mode may be properly used.

8. Analyze or diagram: "*Taken* as I was by surprise, I *must own* that astonishment and fear *so* far mastered all my faculties *that*, without dar-

ing *to give* the picture a second glance, I walked rapidly back into the garden."

9. Parse the italicized words in number eight.

10. Amend, where necessary, the following sentences, stating clearly the reasons for any alterations you make: (*a*) I took it to be him. (*b*) Two men would do as much or more than half a dozen boys. (*c*) Go back from whence you came. (*d*) The black and the white ball was on the table. (*e*) The rose smells sweetly.

THEORY AND PRACTICE OF TEACHING.

1. How may the memory be cultivated? How abused?

2. Mention three corporeal and two psychical feelings.

3. Mention five important elements of governing power in a teacher. Which of these do you consider most important? Why?

4. Discuss the heating of a school room.

5. Mention some "mechanical devices" which assist in school government.

6. What powers are the source of original knowledge? Give illustrations.

7. Distinguish between obedience and submission to authority.

8. What distinction of treatment do you make between merely bad habits, as carelessness, inattention, etc., and offenses, such as lying, stealing, fighting, etc.?

9. What are the leading objects of punishment?

10. Do you allow whispering in your school? If not, how do you prevent it? If you do, how do you regulate it?

UNITED STATES HISTORY AND CONSTITUTION.

1. State facts as to any two of the following: John Endicott, Roger Williams, Cecil Calvert.

2. What historical event is suggested by Ticonderoga? Lundy's Lane? Vera Cruz? Atlanta? Appomattox?

3. Why was the capture of Ft. Du Quesne and Quebec in the French and Indian war of so much importance?

4. What five inventions have most aided in developing the material prosperity of our country?

5. Give an account of the capture of Ft. Sumpter.

6. Briefly describe two pivotal battles of the civil war.

7. What is meant by president *pro tempore* of the United States senate? Who is the present speaker of the house?

8. What limitation does the constitution place upon the power of the president to make treaties?

9. How is the principle of state sovereignty recognized in the election of a president of the United States by the house of representatives?

10. What is an income tax? A tax for "revenue only?"

PHYSIOLOGY.

1. Describe the aorta.

2. Name four fluids which aid in the digestion of food.

3. Explain why cleanliness of the skin is conducive to health?
4. Name the uses of reflex action. Of what educational value is it?
5. What habits impair the power of the lungs?
6. What is the object of pain?
7. Why do the teeth decay?
8. Give name, location and office of each of the two general divisions of the brain.
9. Name four characteristics of inflammation.
10. What is the difference between pure and alcoholized blood? How are alcoholic poisons eliminated from the system?

GEOGRAPHY.

1. Define climate, plain, plateau, basin and divide.
2. Name and give width of each of the zones.
3. Name and describe the principal river of Alaska.
4. Name three of the principal inland centers of trade in the United States.
5. Show, by examples, the changes that would be effected in oceanic routes by the opening of the Nicaragua canal.
6. Name two articles that would be likely to be found in large quantities on a through freight train from Puget Sound to Chicago, and three that would be carried on the return trip.
7. What portions of the United States have the greatest, and what the least amount of rainfall? Why?
8. What are geysers? Monsoons? Atolls? Reefs? Typhoons?
9. What is the earth's orbit? The plane of its orbit?
10. Name five cities in the order of size in this state. Name the towns and cities in your county.

STATE SCHOOL LAW AND CONSTITUTION.

1. How are members of the state board of education chosen? How are county examiners chosen?
2. How may a temporary certificate be obtained?
3. How, and to whom, may you take an appeal from the decision of the examining board if not satisfied with the results of your examination?
4. What is a school district?
5. When do newly elected school district officers take office? For how long is the district clerk elected?
6. What is a union school? A graded school?
7. What is the provision of the state constitution in regard to convict labor?
8. For how long is the governor elected? What is his salary?
9. What provisions are made for calling extra sessions of the legislature?
10 What provision exists in reference to the absence of a judicial officer from the state?

READING.

1. What objects should be aimed at in the study and teaching of reading?
2. Define monotone, inflection and modulation.
3. Give directions for cultivating the orotund quality of voice?
4. Define two kinds of emphasis.
5. Of what use are diacritical marks?

Read from Lesson CIII, page 356, and Lesson CXII, page 376, in the New Franklin Fifth Reader. (50 credits on oral reading.)

ALGEBRA.

1. Define quantity, number, algebra, index and power.
2. Is there any difference between algebra and literal arithmetic? If so, what?
3. Show that the difference of two equal even powers of two quantities is divisible by the difference and also by the sum of the same quantities.
4. Resolve into prime factors: $(a-b)^2-c^2$, and $3x^3-x^2+3x-1$.
5. Solve for x: $\frac{9x+20}{36}=\frac{4(x-3)}{5x-4}+\frac{x}{4}$.
6. Find the roots of the equation, $8x^3+1=0$.
7. The sum of the squares of three consecutive numbers is 365. Find the numbers.
8. Multiply $y^{\frac{5}{2}}+y^{\frac{3}{2}}+y^{\frac{1}{2}}+1$ by $y^{\frac{1}{2}}-1$.
9. Simplify $\sqrt{27}+2\sqrt{48}+3\sqrt{108}$.
10. A debtor is just able to pay his creditors 25 cents on the dollar; but if his assets were five times as great, and his debts two-thirds of what they are now, he would have a balance of $700 to his credit. How much does he owe?

NATURAL PHILOSOPHY.

1. Define acoustics and pneumatics.
2. Why do the waters of Lake Erie freeze to the bottom?
3. What does steam look like? Why?
4. Will a syphon work in a vacuum? Why?
5. What is meant by the absolute zero of temperature?
6. What is a sunbeam?
7. If you place a red rose in a room entirely dark, will the rose have any color? Explain your answer.
8. How should the cells of a voltaic battery be joined to give the best effect?
9. What is the difference between a fluid and a liquid?
10. What is meant by the "laboratory method" in nature studies?

ENGLISH LITERATURE.

1. Who was the author of "Culprit Fay?" What are its literary characteristics?
2. Why is Spenser's "Faerie Queene" so celebrated?

3. Describe the style and effect of Thomas Hughes' best book or production.

4. Quote a gem from Burns and one from Whittier.

5. Compare the styles of Cowper and Huxley.

6. What author would you recommend a pupil to study if he wished to cultivate a sublime, elegant, lofty style?

7. Who were the authors, respectively, of "The Deserted Village," "Miles Standish," "The Pilot," "Conquest of Peru," and "Marmion?"

8. What is good literature? Bad literature? Give examples of each.

9. Give the true names of "Mark Twain," "Sartor Resartus," "Deidrich Knickerbocker," "Gail Hamilton," and "Gath."

10. Name the best poem, allegory, history, speech or oration, and song, in the English language, giving name of author of each.

EXAMINATION QUESTIONS FOR ADMISSION TO STATE NORMAL SCHOOLS.

September, 1896.

ARITHMETIC.

1. What is meant by "properties of numbers?" Name and illustrate several.

2. What is a fraction? Define each term of a fraction. Why invert the terms in dividing one fraction by another?

3. What is a denominate number? What is measure? Name all the different kinds of measure used.

4. Reduce to simplest form $\frac{8}{9} - \frac{2}{3} \times \frac{3}{8} + \frac{17}{18} \div \frac{5}{6}$.

5. San Francisco is in longitude 120°, 27′, 49″ west, and Pekin, China is in 116°, 26′ east; what is the difference in time between the two places?

6. Divide 109 mi. 7 fur. 29 rds. 7 ft. 3 in by $4\frac{1}{2}$.

7. What is a corporation? A charter? A bank check? A draft? Name and define the different kinds of discount.

8. Find the simple interest, the annual interest, the true discount and the bank discount on a $500 note for 1 yr. 6 mos., interest and discount 6 per cent.

9. What must be the face of a twenty-one day draft, costing $6,836 at $\frac{1}{2}$ per cent. discount, interest 6 per cent.

10. I took a risk at $1\frac{1}{2}$ per cent.; re-insured one-half of it at the same rate and $\frac{1}{4}$ of it at $1\frac{1}{2}$ per cent. My share of the premium was $5,811; what was the amount of the risk?

GRAMMAR.

1. Name all the parts of speech which have inflections or modification, and name the inflections of each.

2. Illustrate each of the following kinds of nouns: Collective, abstract, verbal. State three ways of forming the plural of nouns.

3. Name and define three kinds of pronouns. Decline I, they, him, who.

4. Write the possessive plural of each of the following: Wife, mouse, child, lady, Brown, brother-in-law.

5. Name five qualifying adjectives not properly compared, and five that are compared irregularly.

6. Define and illustrate each of the following kinds of verbs: Transitive, irregular, auxiliary, impersonal, copula.

7. State the voice, mood and tense of each of the verbs in the following sentences: (*a*) Might not the letter have been delivered? (*b*) If he were honest I could recommend him; but he is a thief.

8. Correct false syntax in the following and give reasons for all changes you make: (*a*) He presented me with a cane. (*b*) Some questions are easier asked than answered. (*c*) They told him and I to go. (*d*) Will you learn me to write? (*e*) She has laid down to rest.

9. What is a participle? An infinitive? Give all the participles of the verb *sit*.

10. Illustrate four kinds of sentences classified as to use or meaning. Write a composition of one hundred words or more on "Normal Schools."

GEOGRAPHY.

1. Name the grand divisions crossed by the tropic of Cancer. In what zone is the greater part of the United States? South America? Europe?

2. State the principal vegetable products of each of the following states: South Carolina, Louisiana, Iowa, South Dakota, California, Washington.

3. Name four important rivers of the United States which serve as state boundaries. Name the states thus bounded.

4. Describe the drainage of North America.

5. What is the metropolis of each of the following countries? United States? England? France? Russia? Japan?

6. Where is Athens? Hammerfest? Rome? Constantinople? State a fact of general interest regarding each.

7. Name four of the most important railways of the western part of the United States, and state what cities are the termini of each.

8. Draw an outline map of North America, and locate Hudson's Bay, Alleghany mountains, four large rivers, the great lakes, St. Louis, New Orleans, Washington, D. C., Boston, Chicago, and Seattle.

9. The climate of this state is milder and more equable than that of the Atlantic states in the same latitude. Why?

10. How are deltas produced? Name and locate five large rivers which have deltas.

ORTHOGRAPHY.

1. Write at dictation:

"The conduct of Columbus was characterized by the grandeur of his views and the magnanimity of his spirit. Instead of ravaging the newly found countries, like many of his contemporary discoverers, who were intent only on immediate gain, he regarded them with the eyes of a legislator."

"He was naturally irascible and impetuous, and keenly sensible to injury." (10 credits.)

2. Spell correctly the following words: Nuisance, neuter, tortoise, zephyr, circuit, surfeit, edible, schedule, indelible, oxygen, infallible,

supplication, chrysalis, rehearse, polygamy, symptom, worsted, obsequies, irrigate, innocence, antique, auxiliary, precedent, deteriorate, irrepressible. (25 credits.)

3. Give the meaning of the following abbreviations: A. D., Asst., C. O. D., Prof., pp., viz., P. M., D. D. (8 credits.)

4. Mark diacritically abdomen, acclimate, almond, apparatus, bade, benzine, bomb. (7 credits.)

PENMANSHIP.

1. Give the principles used in writing. Of what use are they?

2. Describe the different movements used in writing.

3. Analyze the following letters: m, k, T, B, O.

4-5. Copy the following: Slow and sure is better than fast and flimsy. Perseverance, by its daily gains, enriches a man far more than fits and starts of fortunate speculators.

PHYSIOLOGY.

1. Describe the bones as to shape, use, and structure.

2. Define each of the following and state their functions: Pleura, diaphragm, thoracic duct, gall cyst, lachrymal gland.

3. Explain the action of inspiration and expiration. What change in the air takes place in the lungs?

4. Describe the structure and action of the heart.

5. What is the composition of the blood? What change takes place in it in the lungs? In the kidneys? In the liver?

6. In the process of digestion what change takes place in the food in the mouth? In the stomach? In the intestines?

7. State several differences between arteries and veins.

8. Why is a mixed diet desirable? Why is sleep necessary?

9. What is the principal effect of alcohol on the heart? On the brain? On the stomach? On the kidneys? On the blood?

10. Describe the cerebro-spinal system.

CIVIL GOVERNMENT.

1. Distinguish between political and natural rights.

2. In what respects does the constitution differ from the articles of confederation?

3. Give a brief summary of the powers of congress relating to war.

4. What is a writ of habeas corpus? An ex post facto law?

5. How may new states be admitted to the union? What provision of the constitution is designed to secure to us our personal liberty?

6. What is meant by "A Congress?" How is the present congress designated? By whom is this state represented in congress?

7. What is a treaty? How are treaties made?

8. Name the three divisions of the national government, and give reasons for having these three.

9. Of what is the Washington legislature composed? What are the qualifications and the salaries of the members?

10. Describe the judicial system of this state. How are the judges chosen.

READING.

1. Name and define three kinds of emphasis.

2. Define modulation. Give the distinction between pitch and force.

3. Define monotone, gutteral, high pitch. Give examples in which each is properly used.

4. Mark diacritically and accentuate the following words: Erudition, gaseous, menagerie, canine, naive.

5. Mark the inflection in the following:

(*a*) "Breathes there a man with soul so dead,
Who never to himself hath said
This is my own, my native land?"

(*b*) "After the bud, the radiant rose;
After our working, sweet repose."

6. What is the distinction between reading and elocution? Give a definition of silent reading.

Read orally a selection designated by the examiner. (Oral reading marked on a scale of 40 credits.)

UNITED STATES HISTORY.

1. What territory, now included in the United States, was explored by the Spanish? By the Dutch? By the English? By the French? Name five Spanish explorers.

2. Describe the charter form of government. The proprietary. The colonial. Name one or more colonies governed by each form.

3. What were the causes of the war of the Revolution? Give an account of the two battles of Saratoga.

4. Who were Lafayette, Kosciusko, Arnold, Burgoyne and Cornwallis? What attitude did France assume toward the colonies during the Revolution?

5. What were the "Alien and Sedition Laws?" The "Monroe Doctrine?" Wherein does President Cleveland claim that the Monroe Doctrine has been violated recently?

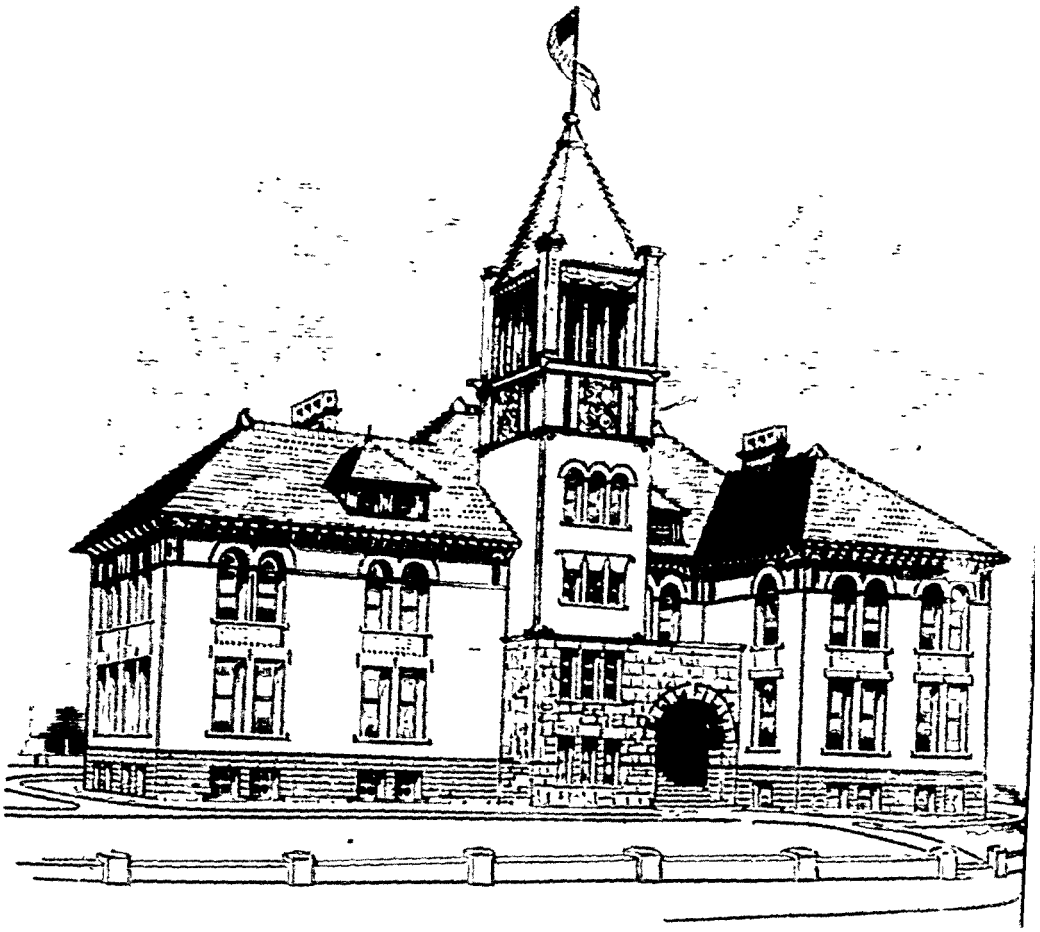
6. What territory has been added to the original thirteen colonies by conquest? By purchase? By annexation?

7. In what war did the navy of the United States show itself superior to that of England? Name two important naval victories. At the time of this war, who was president of the United States?

8. Name the different acts of congress affecting the question of slavery, and state briefly the provisions of each act.

9. Who captured Vicksburg during the Civil War? Who was captured there? Give a brief account of the fight between the Monitor and Merrimac.

10. What was the reconstruction policy of President Johnson? Of congress? What is meant by Civil Service Reform?



WASHINGTON SCHOOL, SPOKANE.

(ERECTED, 1895.)

SYNOPSIS OF OFFICIAL OPINIONS AND RULINGS ON QUESTIONS OF SCHOOL LAW.

BY ATTORNEY GENERAL.

1. When cities, in extending their limits, take in other districts or parts of districts, and in so doing take in a part or all of the school district officers of such included school districts, the officers so taken into the city district do not become a part of the board of directors of the city districts so extending their limits.

2. Every teacher must attend the county institute during the entire time it is in session, or furnish a valid excuse for non-attendance.

3. The superintendent of public instruction has the right to review *any* and *all* work of a county board of examiners in case of an appeal from their decision.

4. The persons appointed by the county superintendent, who, together with himself, constitute the county board of examination, are *officers* within the meaning of the law, and should take the oath of office required of other county officers. There is as much reason why they should take an oath to faithfully perform the duties of their office as for the county superintendent to take the same oath. They act in an official capacity when assisting the county superintendent, and are not mere employés of the county.

5. Children of school age, residing upon military reservations lying within any school district, constitute a legitimate portion of the school population of the district, and should be enumerated as other children are.

6. The words found in section 16 of the act of 1891, namely, "The provisions of this section shall be construed to apply to the entire county and not a portion thereof," do not repeal section 32 of an act approved March 26, 1890. The closing section of the act of 1891 shows that it was not intended to modify or repeal the former act relating to schools in incorporated cities, and the words quoted must be understood to mean that the provisions of the act of 1891 shall apply to the entire county so far as such application is not repugnant to the provisions of the act of March 26, 1890.

7. The stated reading of the Bible in the public schools of this state is a religious exercise within the meaning of the constitution, and as such is thereby prohibited in section 11, article 1 of that document.

8. Any person who is actually the head of a family, that is, who is under legal obligation to provide for the support and education of persons dependent upon him, and who is in fact providing for their education and support, is the head of a family for the purpose of signing petitions relating to school matters, whether he is a legal voter or not. Any person who is not the head of a family within the definition given above is not qualified to sign such petition, though he be a legal voter.

9. When a petition is presented to a county superintendent praying for the organization of a new school district, he may, after he has heard all the evidence presented by the parties interested, exercise his judgment within reasonable limits, in the organization of such new district and the fixing of its boundaries, and in so doing, he may correct any mistakes that may have been made in the description given in the petition, and in a proper case modify the boundaries described therein.

10. A county superintendent has the power, and it is his duty, to revoke the certificate of a teacher for the violation of his duties as enjoined by the law relating to the conduct of the common schools of the state.

11. A person cannot legally hold the office of school district director and that of school district clerk at one and the same time.

12. If a teacher is a near relative of a member of the school district board, he is not, by reason of such relationship alone, rendered ineligible to election as a teacher in a school under the management of such board of directors.

13. A teacher may, if he can better succeed in that way, teach penmanship in our public schools without the use of the text book adopted by the state board of education. But if any book at all is used it must be the one that was adopted. The teacher is not at liberty to displace the adopted book by any other.

14. In the absence of any instructions from the electors, as provided in sec. 795, vol. I, Hill's Code, school directors have the power and it is their duty to employ a teacher for such length of time in excess of the minimum term prescribed by law, as in their judgment the finances of the district may seem to warrant.

15. The boards of directors in graded schools have full power and discretion to make or change the rules governing their schools, subject to the limitations placed upon them by statute. Their action in this matter is not subject to review by the county superintendent.

It is possible that the rules may be so detrimental to the school and the changes so arbitrary and whimsical as to impair the efficiency of the teacher, and prevent his making the conduct of his school a success. This consideration, however, does not enable the county superintendent of schools to take away from the board of directors the authority vested in them by law.

16. The statute in regard to the tenure of office provides that a school director shall hold office for the term prescribed by law, and until his successor is elected and qualified. If no successor is elected the old director holds over, and there is no vacancy.

17. In case of a tie in the election of school directors, and the refusal of one of the candidates to appear before the clerk in order that the tie may be decided as the statute directs, such refusal cannot have the effect either to cause a vacancy, or to cause the candidate not in default to be deemed elected.

18. Teachers holding state certificates or life diplomas are required to attend the county institute held in the county in which they teach. The state board of education is authorized under sec. 773, subdivision IV, vol. I, Hill's Code, to revoke the certificates or life diplomas of teachers who so fail to attend the county institute.

19. It is the duty of the directors of a school district to use any funds to the credit of the district for the purpose of paying any debt that may be paid out of such fund, irrespective of the year in which such debt was contracted.

20. When the voters at a school election called under the provisions of section 2, chapter 21, Laws of 1895, fail to ratify the indebtedness of the district as provided in said chapter 21, the whole question remains just as though no vote whatever had been taken. The notification to the county treasurer provided for by section 8 ceases to be of any force or effect, and thereafter it is the duty of the treasurer to treat the moneys of the school district in his hands just as though no attempt had been made to ratify the indebtedness of the district.

21. When a pupil leaves his parents' home and goes to another

district for the purpose of attending school there, he still continues to be a resident of the district where his parents live, and the fact that he does chores for his board does not affect his residence.

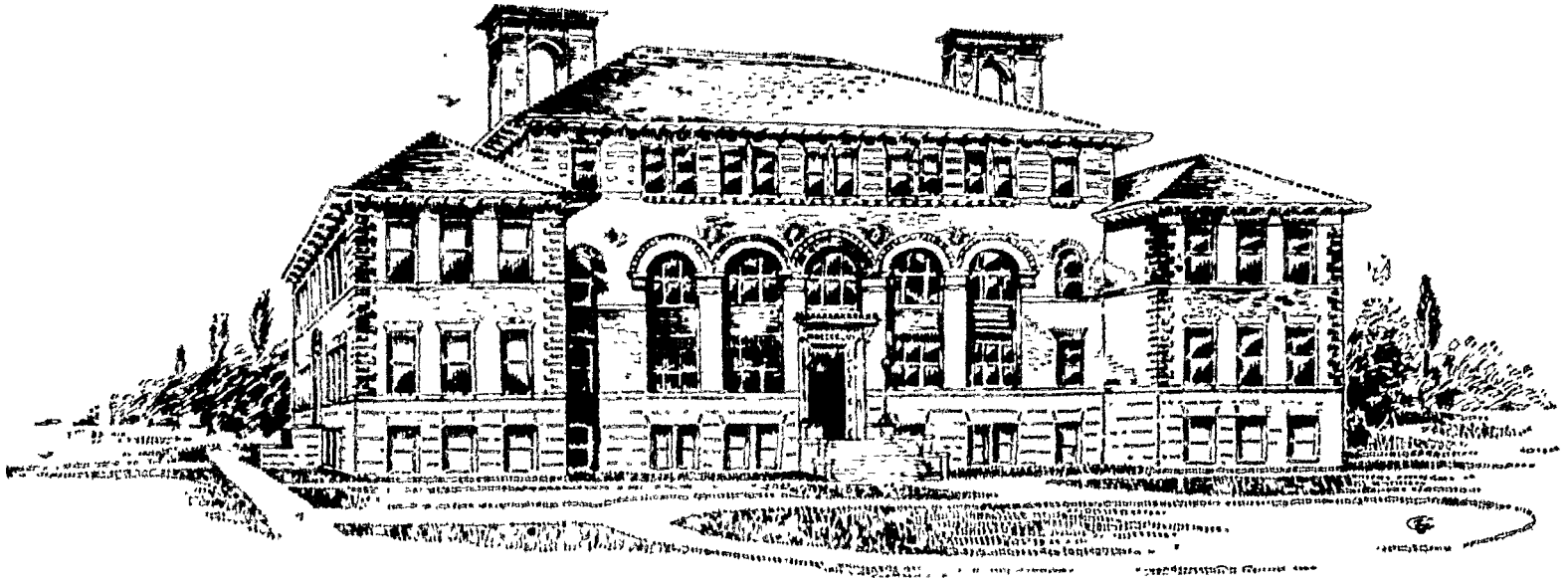
23. If parents remove to a school district having a graded school for the purpose of sending their children to such graded school, and resume their residence at the end of the school term, they do not become residents of the district containing the graded school. One does not lose his original residence nor acquire a new residence by going to any particular place for a temporary purpose with the intention of returning to his original residence when the temporary purpose is accomplished.

23. The twenty-seven months of teaching required by law of a graduate of a normal school in this state as a condition of receiving a life diploma need not necessarily be done in the State of Washington. Successful experience as a teacher is required as evidence of his special aptitude for that profession before he can be granted a life diploma. This evidence is of no less weight when the teaching has been done outside of the state than when it has been done within its borders.

24. The school funds provided for by chapter 68 of the laws of 1895, can be legally applied, not only to the payment of teachers' wages, but to the payment of all expenses incident to the maintenance of the schools.

25. A teacher is required by law to attend the institute held in his own county, and it is his duty to assist in carrying that institute on. He can not, therefore, legally collect pay for instructing in the institute of his own county.

26. The power of a board to discharge teachers is restricted by the provision that the discharge must be for sufficient cause. The board can not, by the form of the contract into which they enter with a teacher, give themselves greater powers than the statute has conferred upon them. No power whatever is conferred upon a board to discharge a teacher, except for sufficient cause, and any provision in a contract giving them power to discharge at will is unauthorized and invalid.



STATE NORMAL SCHOOL, WHATCOM.

(Cut loaned by *Post-Intelligencer.*)

DECISIONS BY STATE SUPERINTENDENT.

1. It is the duty of boards of directors to make all necessary rules and regulations for the systematic transaction of their official business, and to transact all business *as a board at board meetings.*

2. The notice to be given by the school district clerk of all meetings of the board of directors is not a notice to the public, but simply a notice to the members of the board. A failure to give the required notice does not, of itself, invalidate the meeting, provided all members of the board actually attend the meeting and participate in its transactions. That is to say, the directors can not attend the meeting of the board and participate in its transactions and then plead that the proceedings were illegal because of a lack of notice required to be given by the clerk.

3. In the absence of any by-law of the board prescribing the manner of calling them, special meetings of the board of directors may be called by the chairman, or by a majority of the board.

4. A written record of the proceedings of all board meetings must be kept by the clerk. Should the clerk be absent from any meeting of the board, one of the directors must be chosen to act as clerk of the meeting, and he must present a certified copy of the record made by him to the clerk, who must record the same in his record book.

5. A board of directors may authorize the use of a school house for night schools, or for the meetings of literary, scientific, religious, political, mechanical or agricultural societies, but under such restrictions and regulations as will secure immunity from damage to the school, school property, or to the books or other property of the pupils who may be in attendance. The spirit of the law is, that school houses shall be used for *public school purposes*, and all incidental uses must be under such restrictions as to result in no injury to the school or to the school property.

6. Boards of directors and other school officers possess such powers as are delegated to them by law, and such other implied powers as are necessary in order to transact all business prescribed by law.

7. Boards of directors cannot lawfully buy real estate for the use of the district, nor sell real estate belonging to the district, except when directed to do so by a vote of the people.

8. Every school district which fails to maintain a public school during at least three school months within each school year, forfeits

its right to all apportionments of school funds by the county superintendent.

9. Appointments of officers made by a county superintendent do not extend beyond the time of the next annual election.

10. A teacher does not forfeit his certificate by non-attendance at a teachers' institute, but simply renders it *forfeitable* in case he has not a valid excuse for non-attendance. In other words, a *forfeiture* does not and cannot exist until a declaration of the forfeiture has been made by the proper authority, which in this instance is the county superintendent. It is proper that the county superintendent should investigate each case and determine whether the excuse offered for non-attendance is valid or not. In case it is not, the superintendent should demand the certificate, and upon the refusal of the party to surrender it, should publish the fact that the certificate has been forfeited, and also make a record of his action.

11. A county board of examiners has the right to withhold a certificate until the fact of a good moral character is established.

12. In case a teacher is convicted, in a court of justice, of any offense that would justify a county board of examiners in withholding a certificate from him, the county superintendent has the right to revoke his certificate without further investigation, but where the person is only *accused* of the offense, he has a right to an investigation, at which he may appear in his own defense.

13. If a county superintendent knows a teacher to be immoral, or to be guilty of any offense which would justify a county board of examiners in withholding a certificate from him, the county superintendent should revoke the certificate of the teacher, even though no formal charges are preferred against him. In other words, the county superintendent has the right, and it is his duty as a protector of the people from imposition, to make the charge himself, if it is not made by others.

14. The basis of all apportionments of school funds must be the number of children of school age residing in the district June 1, and no account can be taken of any who become residents of the district subsequent to that date.

15. A county superintendent must keep his office open, at the county seat, at least one day each week.

16. A board of directors cannot dismiss a teacher simply because the teacher is unpopular, or does not give general satisfaction.

They must first establish the fact that he is incompetent, or that he has violated the law or the terms of his contract.

17. For the purpose of visitation by the county superintendent, the term "school," as used in the second subdivision of section 11 of the common school law, and also in section 17 of the same act, is construed to mean a department or room—a distinct collection of pupils under the supervision or instruction of a teacher, though that department, room or collection may be but a part of the system or systems of schools of a city or town. Any other interpretation of the term would defeat the primary object of the law.

18. All persons between the ages of five and twenty-one years, whether married or single, residing in any school district on the first day of June, should be enumerated by the school district clerk, except such Indian and Mongolian children as are excluded from enumeration by the proviso found in the third subdivision of section 34 of the common school law. The simple fact that a person is married does not debar him or her from the privileges of the common school in this state, under existing laws.

19. That provision of section 53 of the common school law (as amended by sec. 17, chap. 127, Laws of 1891) which requires the school district clerk to certify to the county auditor the levy of special taxes on or before the first day of September of the year in which the levy is ordered to be made, is not mandatory in regard to the time of making the certificate. That is to say, a failure to make the certificate on or before the first day of September does not invalidate the levy. The county auditor may lawfully receive the certificate and enter the levy upon his books at any time prior to closing them. But a special tax levied one year cannot be certified and entered upon the auditor's books the next year. Any special levy is based upon the assessment of the year in which it is made, and it cannot consistently be based upon the assessment of one year and collected upon the assessment of another.

20. In the formation or alteration of a school district the county commissioners have no jurisdiction in the matter whatever, unless an appeal be taken as provided by law.

21. A county superintendent may lawfully appoint the officers of a new school district as soon as the time for taking an appeal has expired, provided that no appeal has been taken; and in case an appeal shall be taken and his action shall be confirmed by the county

commissioners, he should appoint them as soon as the decision is rendered.

22. When the officers of a new school district have been appointed, and have qualified according to law, the new district is fully organized and possesses all the powers of any other school district, though by a failure to have the required amount of school within one year it may forfeit its organization and cease to exist as a corporation.

23. The terms of office of all the first officers of a new school district expire at the time of the first annual election succeeding its organization, whether those officers were appointed by the county superintendent or hold their positions by virtue of a previous election in the old district or districts from which the new district was taken. They are only temporary officers in either case.

24. In apportioning the funds of a school district that has been divided in the formation of a new district, as provided in section 22 of the common school law (chap. 12, Laws of 1889–90), the county superintendent should not take into account any indebtedness of the old district that was contracted subsequent to the time of the division. The intention of the law is to secure an equitable division of all funds belonging to the district at the time of the division, or of the funds which shall come into its possession by reason of the property or school children embraced in it before the division; and to permit the old district to claim an offset for debts contracted after the division would be to defeat the object of the law.

25. The law requiring a county superintendent to grant temporary certificates under certain conditions is mandatory, provided that the conditions contemplated by law are complied with; and the certificate in lieu of which the temporary certificate is granted, or upon which the application is based, need not be a certificate which is in full force and effect at the time the application is made.

26. The annual election of school district officers can only be held on the day and within the hours named by law, and all so-called annual elections that are not so held are illegal and wholly void.

27. It is not lawful for a resident of a district living too far from the school house for his children to attend school to draw from the district the amount of money which the said district has received by reason of the enumeration of his children therein, and

to apply the same to paying a private teacher for instructing his children at home. The directors have no authority for auditing such claims; it is their duty to provide for and maintain a public school in the district, open to all children of school age residing therein, but they have no power to apply the public school money to the maintenance of any private school for the benefit of individual pupils of the district. The fact that the teacher of such school may hold a valid teacher's certificate does not alter the case so long as the school is not under the exclusive control and management of the board of directors, and open to all children of school age residing in the district.

28. A board of directors cannot legally employ a minor child of one of the directors to perform services for the district unless such child has been first emancipated by its parents. Unless the child has been emancipated, the parent may lawfully claim its wages, and thus the director would be placed in the attitude of auditor of his own accounts against the district.

29. The powers and duties of a superintendent of common schools, under the law, are mainly executive and supervisory. He has, in addition, limited judiciary power in cases of hearing petitions and appeals; but in the exercise of this power he should not lay aside his executive and supervisory functions and assume the attitude of a judge in a case at law, leaving to the parties interested the entire burden of conducting the investigation. He should, on the contrary, exercise his other official powers to the extent necessary to enable him to thoroughly investigate the matter before him, elicit all necessary testimony, and thus have at hand the data upon which he will be able to render the just and equitable decision required of him by the law.

30. A county superintendent has no power to remove from office a school district clerk or director under any circumstances whatever. If a school district officer neglects or refuses to discharge any of his official duties, the remedy lies in a mandamus to be sought by the parties aggrieved. While a court may have power to remove a school district officer for mal-administration in office, the law nowhere gives the county superintendent any such power.

31. Where the school law designates the maximum number of visits that may be made by a county superintendent during the year, the year contemplated is not the *school* year nor the *calendar* year, but the *official* year; that is, the year beginning with the date

on which the superintendent is required by law to assume the duties of his office.

32. A matter of illegality or irregularity in a school district election is not reviewable by a county superintendent. The law provides for an appeal to the county superintendent from any decision or order of a board of directors, whereas in the case of an illegality or irregularity in the conduct of an election the appeal must be taken from a board of election judges, from whom there is no provision for appeal to a county superintendent. The county superintendent should refuse to file the election certificate of a district officer, or to recognize such person as an officer, unless the said certificate is in proper form; but he has no authority to inquire into alleged irregularities of the election itself.

33. Contracts made with teachers by outgoing boards of directors for terms commencing in the ensuing school year, if so made as to forestall intentionally the new directors in their right to choose teachers, are not legal unless approved by the new board after they assume the duties of their office. The deliberate changing of the law by the legislature in regard to the time of the annual election and the time of taking office, so as to require the directors to assume their duties at the beginning of the school year, must be understood as designed to give them complete control over the schools of their district during the year. It would defeat the purpose of the law to permit the outgoing board of directors to make a contract which would deprive their successors of a great part of their authority, and seriously hamper them in the management of the affairs of the district.

34. The law giving women the right to vote at school district elections can not be construed so as to limit their right of suffrage to annual elections alone. They are entitled to vote at any school district election, and upon any question which may be legally submitted to the electors at such election. The only limitation is that they shall be qualified, except as to sex, to vote at a general election.

35. The school district clerk is merely the recording officer of the board, and has no voice in the proceedings. He cannot refuse to do anything which they order him to do, if it is an act which the law authorizes them to do through him as clerk.

36. When a school is closed on account of contagious disease, the teacher is entitled to receive pay for the time the school is so

closed, unless the directors specifically reserved in the contract the privilege of so closing them.

37. In case the directors of a school district neglect or refuse to employ a teacher and open schools in time to have the three months of school required by law as a condition of securing their regular apportionments of school moneys, the county superintendent has no authority to employ a teacher for them and have the schools opened, even though requested by the people of the district to do so.

38. If at the close of the school year the county superintendent finds that a school district in his county has failed to have the minimum term of school required by law, he should thereafter refuse to apportion any public school funds to that district during the next school year. At the close of the next year, if he finds that the school has been maintained during the year then just closed, for the minimum term required by law, he should again resume the regular apportionments. The district does not lose its organization by failing to have school. It is still a school district, but not entitled to the usual apportionments of school moneys by reason of its failure to exercise the functions for which it was created. It may resume these functions by again maintaining school as required by law, and thus place itself in a position to be legally entitled to its apportionments.

39. A county superintendent can not legally enlarge the boundaries of a school district by attaching to it the territory of a disorganized district, except in the regular manner, namely, by petition. While no one in the disorganized district might complain, yet the other district might not wish its territory thus enlarged, and it should not be done except after proper notice as required when a petition is presented.

40. The teaching of all the branches prescribed by the state board of education in the course of study for the common schools of the state is compulsory. Sec. 45 of the school laws enumerates certain branches as compulsory, adding "and such other studies as may be prescribed by the state board of education." Inasmuch as the board has prescribed all the studies mentioned in the course none of them are optional, except as indicated in the course.

41. A board of county examiners have a legal right to correct any merely clerical error of a preceding board, but they have no authority to review papers written by applicants for certificates at an examination held by a former board, and revise any decision

touching the granting of a certificate, the power to make which rested with the discretion and good judgment of the board.

42. The notices of the hearing of a petition for the formation of a new school district, or for transferring territory from one district to another, must describe the territory to be included or transferred as it is described in the petition. While in granting the petition the superintendent may exercise some discretion in departing from the boundary lines indicated in the petition, for reasons brought out at the hearing, in posting notices the lines indicated in the petition should not be altered.

43. It is not necessary that members of a county examining board shall keep, in full force and effect, the highest grade of certificate held in the county as a condition of remaining on the board, but they must have such papers when appointed. The certificate is to be regarded as evidence of the holder's fitness for the appointment and not as a legal necessity to empower him to exercise the functions of an examiner.

44. The provision of the law for transferring the school fund from one district to another for the better accommodation of school children applies only to districts that are adjoining. The law does not contemplate that a man may move from his own district to any other district in the state and take his school money with him. It merely provides that in case a man residing in one district happens to be so situated that his children can better attend the school in an adjoining district than in their own, the directors may, in their discretion, transfer his money to the adjoining district.

45. The law provides that teachers can not be required to teach on Saturdays or legal holidays, nor to suffer any deduction from their salaries by reason of not teaching on such days. Any contract binding a teacher contrary to this provision of the law is so far void.

46. Every contract with a teacher, in order to be legal, must be made in pursuance of a written order of the directors; that is, the board of directors must, at a meeting properly called, make an order that said teacher shall be employed, and this order must be entered in the records of the board. The clerk may then draw a contract, and the names of the directors may be affixed thereto at any convenient time previous to the beginning of the term. But no contract is legal unless such order is on the records of the board.

47. The provision of the law empowering a county superintendent to exercise a careful supervision over the schools of his county, and to see that all the provisions of the school law are observed and enforced, is sufficient to authorize him to file complaint against any parent or guardian who fails to send his ward to school as required by law.

48. Under the law two methods of apportionment of school funds by county superintendents are provided: (1) All county funds raised by levy of the commissioners as provided in chapter 124, section 64, Laws of 1893, together with such fines and other moneys as are paid into the county school fund, are apportioned as provided in subdivision 13, section 3, chapter 127, Laws of 1891. (2) The interest on the permanent state school fund, together with the proceeds of the state tax provided for in chapter 68 of the Laws of 1895, are to be apportioned as provided for in section 1 of that chapter.

49. In changing the boundaries of a joint district the petition must be filed with the county superintendent of each county affected, each superintendent must give a hearing, and the consent of each must be obtained before any change in the boundaries of such district can be legally made.

50. The entire territory of a school district may be included in the boundaries of another district by petition and hearing as required in the enlargement of district boundaries, provided satisfactory arrangements are made whereby the district so enlarged shall assume all the debts of the district thus attached.

51. The expenses of a county teachers' institute are to be paid out of the general fund of the county, and the commissioners can not legally refuse to pay such bills unless the county has reached its constitutional limit of debt. They can pass upon the reasonableness of such bills, as they do upon all other claims against the county, but have no right to say that the county superintendent shall not hold an institute unless the same can be held free of cost to the county.

52. The power conferred upon the board of trustees of the state normal school at Cheney to issue a certificate to any person after an attendance of twenty-two weeks at that institution was repealed by the act providing for the management and control of state normal schools, approved March 10, 1893.

53. The law providing that any state certificate, state life di-

ploma, or normal school certificate or diploma, issued by the authorities of this state, shall be registered in the office of the county superintendent of any county in this state before it can be used as a license to teach in such county, leaves the county superintendent no discretion whatever in the matter of registry. He can not refuse to register such a paper, when presented in due form, upon any grounds whatever. The sole purpose of the required registration is to enable the county superintendent to know who are licensed teachers in his county and on what authority they teach.

54. The law requiring the school district clerk to present his record book for public inspection at each annual meeting and to make a statement of the financial condition of the district and of the action of the directors, is not sufficiently fulfilled by the mere presentation of his books, unless they readily show to the electors, in a manner easily understood, the financial condition of the district at the time of the meeting and the action of the directors during the year.

55. County boards of examiners, in their discretion, may issue certificates without examination to holders of papers specified in the law as a sufficient basis of issue by them; or, if they see fit, they may subject the applicant to a partial or complete examination, provided that the questions used in such examination shall be only those provided by the state board of education.

56. School boards are authorized to dismiss teachers for sufficient cause and, as no method of procedure is prescribed by law in determining whether or not a sufficient cause for dismissal exists, the board may determine for themselves what method they will pursue. Such method, as well as the testimony upon which they acted, is reviewable on appeal by a county superintendent and should be held insufficient unless the teacher was given a proper opportunity to make a defense. In all ordinary cases, he should be served with a written copy of the charges and written notice of the time and place at which his defense may be made, and should be allowed a reasonable time in which to prepare his defense.

57. An applicant at a county teachers' examination can not appeal to the superintendent of public instruction on the ground that his papers were not marked as high as those of others who gave the same or similar answers. The superintendent of public instruction has no power to order the manuscripts of any applicant except one appealing, and hence can have no means of determining

whether or not the board have been partial and unfair as between the appellant and other applicants. Such injuries can be righted in a court only.

58. Though the acts of the meeting of electors provided for in section 30 of the school laws are to be recorded in the directors' book of records, yet matters determined at such meetings are not determined by the directors, and from such proceedings an appeal can not be taken to the county superintendent.

59. The statement of a parent that he is unable to purchase school books for his children is not necessarily conclusive. If the directors doubt the truth of the statement, it is their duty to make such reasonable investigation as will enable them to determine the facts in the case, and guard properly the interests of their district. It is not the design of the law that the district shall furnish books free to every parent who is willing to assert that he is unable to buy them. Indigency must actually exist.

OFFICIAL LIST OF TEXT BOOKS ADOPTED BY THE STATE BOARD OF EDUCATION FOR USE IN THE PUBLIC SCHOOLS OF THE STATE OF WASHINGTON UNTIL SEPTEMBER 1, 1900.

Names of books.	*Names and addresses of publishing houses.*	*Net wholesale price in Washington.*	*Wholesale price at publishing house.*	*Exchange price.*	*Retail price in Washington.*	*Retail price of book displaced.*
Franklin's New First Reader	Sheldon & Co., New York	$0 12		$0 05	$0 15	$0 25
" " Second Reader	" "	19		07	22	35
" " Third Reader	" "	27		10	32	50
" " Fourth Reader	" "	33		13	42	65
" " Fifth Reader	" "	47		17	53	85
Columbian Elements of Arithmetic	The Werner Co., Chicago			07	20	35
" Complete Arithmetic	" "			15	50	75
" Speller	" "			05	16	25
Ellis' United States History	" "			25	80	1 25
Lessons in Physiology, No. 1	Maynard, Merrill & Co., Chicago			12	40	60
" " No. 2	" " "			24	80	1 20
Reed's Introductory Language Work	" " "			10	45	50
Reed & Kellogg's One Book Course in English, Wash. ed	" " "			23	75	75
The Graphic System of Copy Books (slant), Nos. 1 to 5, Wash. ed	A. Lovell & Co., New York	*65			06	10
The Common Sense Copy Books (vertical), Nos. 1 to 5, Wash. ed	" "	c65			06	10
Civics for Young Americans	" "	30			33	50
The Rand-McNally Primary Geography	Rand-McNally & Co, Chicago	24	$0 32	12	40	60
" " Grammar School Geography	" "	63	64	23	83½	1 25

*Per dozen.

The retail prices are to be maintained in every incorporated town or city in the state.

The pupil has the privilege, until May 1, 1896, of exchanging his old book for one of the next higher grade by paying the exchange price.

The wholesale price of the books furnished by The Werner Co. and Maynard, Merrill & Co. is 15 per cent. off the retail price quoted above, the books to be delivered in Washington. The Werner Co. offers 20 per cent. discount from the above retail price when delivered f. o. b. Chicago.

C. W. BEAN,

OLYMPIA, WASH., September 1, 1895. *Superintendent of Public Instruction.*